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GUIDANCE CURRICULUM FOR INCREASED SELF-UNDERSTANDING AND MOTIVATION FOR CAREER PLANNING. PLANNING AND DEVELOPMENT OF RESEARCH PROGRAMS IN SELECTED AREAS OF VOCATIONAL EDUCATION, VOLUME III, APPENDIX.

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EXPERIMENTAL MATERIALS THAT WERE DEVELOPED FOR THE VOCATIONAL GUIDANCE OF JUNIOR HIGH SCHOOL STUDENTS WERE PRESENTED IN THIS APPENDIX TO ED 010 625. THESE MATERIALS WERE PLANNED TO ENABLE STUDENTS TO THOROUGHLY AND SYSTEMATICALLY EXPLORE THEIR OWN SELF-PERCEPTIONS, ATTITUDES, PERSONAL VALUES, ACHIEVEMENT, ABILITIES, AND DIVERSE CAREER POSSIBILITIES. DEVELOPMENT OF THE MATERIALS WAS GUIDED BY THE HOPE THAT THEY WOULD ENABLE THE STUDENTS TO EMERGE FROM LEARNING EXPERIENCES WITH CLEARER CONCEPTIONS OF WHO THEY ARE AND WHERE THEY ARE GOING. SAMPLE STUDENT WORK SHEETS, QUESTIONNAIRES, AND READING AND WRITING MATERIALS WERE INCLUDED FOR ALL LESSONS. THE QUESTIONNAIRE RESPONSES OF APPROXIMATELY 100 BOYS AND GIRLS (GRADES 6, 8, 10, AND 12) WERE PRESENTED IN GRAPH FORM TO ALLOW STUDENTS USING THESE STUDY MATERIALS TO LOOK AT THE CAREER PLANS AND ATTITUDES OF A SAMPLE OF THEIR PEERS WHILE SIMULTANEOUSLY VIEWING AND EVALUATING THEIR OWN. ALTHOUGH DEVELOPED FOR USE WITH JUNIOR HIGH SCHOOL STUDENTS, THE AUTHOR SUGGESTED THE MATERIALS WERE ALSO SUITABLE FOR USE BY STUDENTS IN THE UPPER ELEMENTARY GRADES OR AT THE SENIOR HIGH SCHOOL LEVEL. INCLUDED WITH THE MATERIALS WERE TEACHING GUIDELINES AND EVALUATION SHEETS FOR A RECOMMENDED FOLLOWUP EVALUATION OF THE EMPIRICAL EFFECTS OF THE CURRICULUM MATERIALS. RELATED REPORTS ARE ED 010 623 THROUGH ED 010 626. (JH)

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PLANNING AND DEVELOPMENT OF RESEARCH PROGRAMS
IN SELECTED AREAS OF VOCATIONAL EDUCATION: VOLUME III.

GUIDANCE CURRICULUM FOR INCREASED SELF-UNDERSTANDING AND MOTIVATION FOR CAREER PLANNING

30 November 1966

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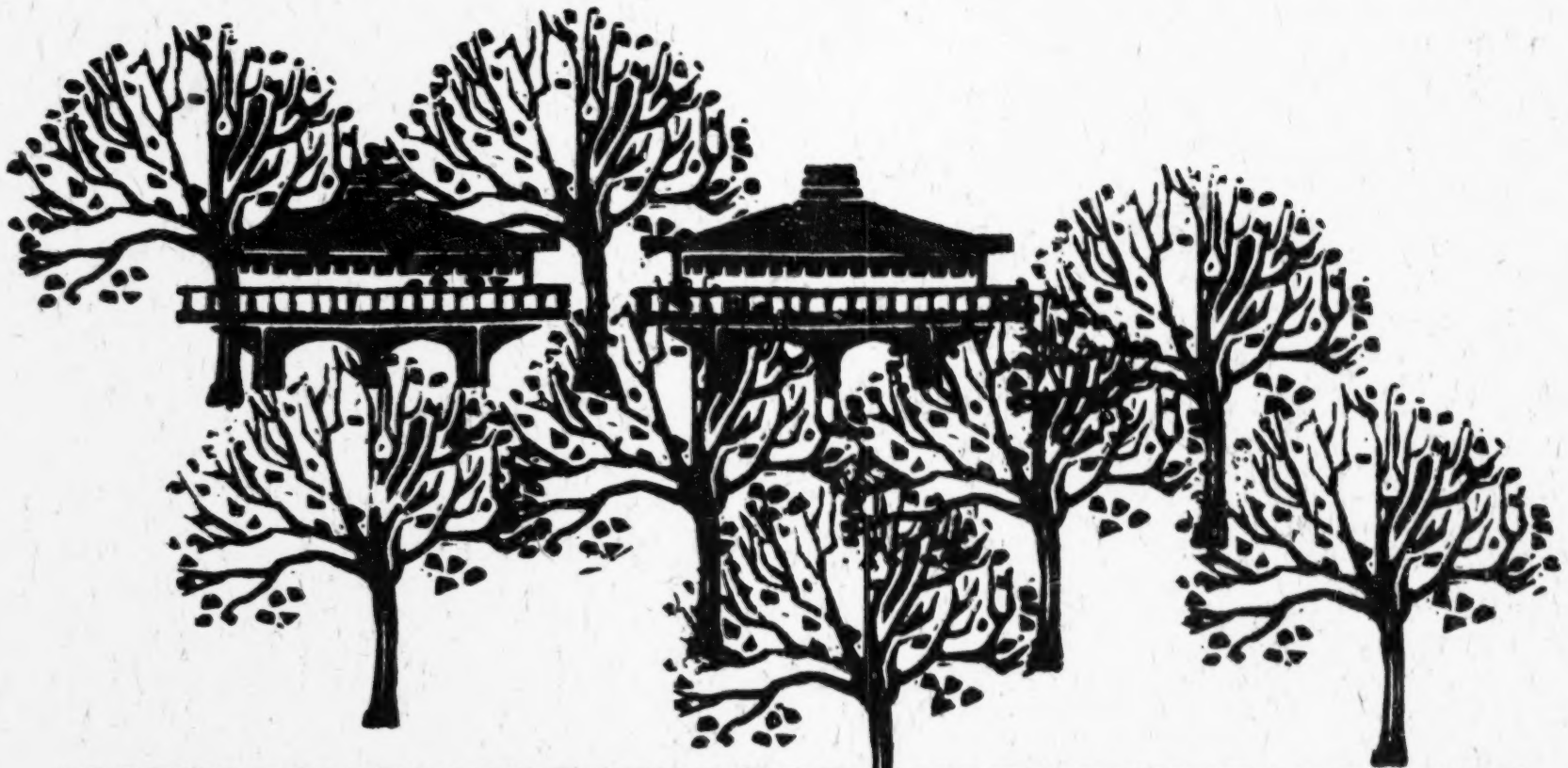

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Appendix to

Planning and Development of Research Programs in Selected Areas of Vocational Education: Volume III,

GUIDANCE CURRICULUM FOR INCREASED SELF-UNDERSTANDING AND MOTIVATION FOR CAREER PLANNING

Project No. 5-0047
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American Institutes for Research
Palo Alto, California

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PREFACE

The curriculum materials which follow are innovative. It may be that their successful implementation will require practitioners who possess a spark of the pioneering spirit which is so much a part of our American heritage. They require some departure from tradition and are meant to inspire further innovation. They make no claim to perfection. All teaching materials must be adapted to unique teaching-learning situations, i. e., students and teachers with particular needs and characteristics who operate with certain kinds of environmental resources or pressures. These materials can serve as a model or nucleus for development, lending themselves to adaptation up or down in level of difficulty, timing, and scheduling, to varying age groups, and to supplementation with audio-visual devices, non-verbal experiences, and such techniques as games simulation. They can be viewed as a skeleton to which much meat can be added. As a basic guidance curriculum they provide a vehicle for teaching the skills of communication with self and others which could lead to a new conception of the counselor's role. Although developed primarily with junior high school boys and girls in mind, portions would be suitable for use with students in the upper elementary grades and most or all sections would be appropriate for use with those at senior high school level.

If educators gave greater attention to developing the total individual, which is the reality with which they deal in classrooms, rather than confining their efforts primarily to intellectual achievement, they might build a system of education which would maximize healthy growth and integration of emotional, social, physical, and intellectual dimensions of students, foster mental health, and perhaps increase efficiency in the cognitive learning which traditionally has been valued by school and society. Classroom experiences outlined in these materials have been related to the construct of developmental tasks,[1] which involve the total individual and confront all youngsters growing up in our culture. Career motivation is integrally involved with such basic tasks as learning one's sex role, accepting self and others, developing a value system, increasing conceptual abilities, and developing appropriate independence-dependence patterns. Developing human resources is a major task of education and it is of critical importance to our culture.

If educational objectives were defined in behavioral terms, they would define both the nature of learning experiences which might bring about desired changes in behavior, as well as the evaluative devices suitable for gathering evidence as to whether change, in fact, has occurred. Objectives in these

[1] Tryon, Caroline and Lilienthal, J. S. Developmental Tasks: I. The concept and its importance. In Fostering Mental Health in Our Schools, Association for Supervision and Curriculum Development, 1950, pp. 77-89.

materials have been based upon a classification system[2] which seeks to bring about increased receptivity, emotional investment, and valuing, increasingly complex attitudinal behaviors which go hand in hand with increasingly complex cognitive behaviors. Our democracy comes alive and is perpetuated in the attitudes and values of human personality; the affective domain clearly is the business of the schools.

If there were greater emphasis on attitudinal objectives, a consequence likely would be the creation of appropriate measuring devices to help fill some existing gaps in educational measurement. Since teachers must plan from day to day the appropriate next steps for heterogeneous groups of students, there is a need for more data on the individuals who comprise these groups. Exploratory evaluative devices have been included in these materials which depart from typical tests of academic achievement, which usually are administered periodically. They provide an on-going record of the response of particular students to particular learning experiences, an area little studied and frequently left to general subjective judgment on the part of the teacher. Although these embryonic evaluative devices also require considerable subjective judgment, they move in the direction of more systematic appraisal. By so doing they open the door to a different emphasis in educational research and to use of a case study approach in educational practice. The refinement of these devices, e.g., delineation of specific behaviors for classroom observation and specific evidence in students' writing of movement toward objectives that have been defined, can result from practical application and critical analysis of them. In this process they simultaneously can become an effective tool for inservice education, i.e., to help educators (1) understand and use the taxonomy for affective objectives, (2) relate them to cognitive objectives, (3) work toward behavioral change in students, and (4) plan learning experiences so as to meet multiple developmental needs of the total individual.

If youngsters had a better understanding of themselves and how they came to be what they are and could clarify their general values and goals, they might be more responsive to the need for developing vocational plans. Research data on career planning, i.e., status of planning at different ages, student and parental attitudes toward education and occupations, people and events perceived to have influenced career choices, early interest patterns, and value orientations, are used in these materials as a framework for developing these kinds of understandings and bringing about desired attitudinal changes. Projection of the students' own responses to research questions against those of other youngsters at varying ages should facilitate the development in them of perspective on self, a sense of their own uniqueness and identity, and fuller appreciation of the fact that they are, to a great extent, products of a certain socialization process or a particular series of developmental experiences and influences. Greater self-understanding, clarification of values, and appreciation of the decision-making process may lead to increased awareness that they, as individuals, may exert greater control over the direction of their lives.

[2] Krathwohl, D. R., Bloom, B. S. and Masia, B. B. The Taxonomy of Educational Objectives: Handbook II: Affective Domain. New York: David McKay Company, Inc., 1964.

The materials have been developed with the hope that students will emerge from these learning experiences with clearer conceptions of who they are and where they are going. The crucial next step is to determine experimentally whether, in fact, the materials do increase self-understanding and motivation, either as they stand or with modifications developed through careful application in a variety of situations.

Vivian S. Sherman

SPECIFIC RECOMMENDATIONS FOR USE OF THE MATERIALS

The research data which appear in graph form throughout the materials offer unusual learning opportunities but also must be handled with some caution. The graphs represent questionnaire responses from approximately 100 boys and girls at each of four grade levels (6th, 8th, 10th, and 12th), representing a range of ability levels (C-lane through advanced placement English classes). These questionnaires were administered in one senior high school and one junior high school which, through prior analysis by the school district's research department, were considered to be fairly representative of the range of socio-economic levels to be found in a residential community of approximately 55,500 people, many of whom are professionally- and technically-oriented. In this community (Palo Alto, California) are a university, many electronic, data-processing, aerospace, and publishing industries, and numerous centers for research and development, including medicine and the behavioral sciences. The area is fast becoming a financial center. Students in the sample were largely Caucasian. On aptitude-ability tests local student performance is well above national percentile norms. Both the school system and the community offer many middle-class American "advantages" to these youngsters. It cannot be expected that all young people would respond in a similar way to the questionnaire unless their own backgrounds were similar to the sample used in this study.

Students should be made fully aware of the characteristics of the community and environment from which the sample was drawn. This affords any group opportunity to consider the characteristics of their own environment, its advantages and disadvantages, and reason about the possibility of differential pressures, expectancies, and opportunities in the two settings. Looking at another sub-cultural group while simultaneously viewing their own may provide perspective on the obstacles or influences for growth in their own environment. Students can be helped to criticize the direction of influences which impinge upon them, as well as upon the group sampled in the research study.

Since the identical questionnaire items are included as part of the curriculum experiences, youngsters can be encouraged to gather the same attitudinal information on themselves, adults, other classes and grade levels, and even other schools. They actually can become researchers, gathering and tabulating similar data, pursuing related questions of their own, and translating these findings into graph form.

In order to provide meaningful quantitative learning experiences, models for graph construction were taken from 4th, 5th, and 6th grade mathematics textbooks. They were sequenced largely in order of reading difficulty in the hope that systematically working through the materials would provide students increased self-confidence in their ability to read, analyze, and interpret graphs.

Percentages which appear in the graphs were computed, in some cases, from small frequencies. If youngsters (or teachers) tabulate student responses to the questionnaire items and transform these data into percentages, they easily can see the influences of different sized N's upon the results. Lessons were described early in the sequence (Sections II and III) with this in mind. For high quantitative students there are opportunities to explore the normal distribution curve. Gathering their own research data can provide students many meaningful quantitative experiences.

Any statistically significant differences between boys and girls are noted with an asterisk by the item. If there are significant differences across grade levels, an asterisk has been located by the graph title. Tables from which the graphs were derived can be found in the following source document: "Planning and Development of Research Programs in Selected Areas of Vocational Education: Volume II, Source Data on Perceptions of Parents and Children Regarding Career Planning."

Because of the heavy emphasis in all sections of the materials on communication skills, the curriculum perhaps can be incorporated most easily into the English curriculum. Use in the regular curriculum, however, should be without the usual pressures of grading, since the primary purpose of the materials is to bring about increased self-understanding. Openness to self can be encouraged by a non-threatening, supportive environment. Pressure of grades may be one reason that feelings of inadequacy and conflict plague some students in the realms of career and educational planning. Skills can be taught by non-judgmental means.

There are several possibilities for production and use of the materials in the classroom. All reading and work sheets which can be used by students are distinguished by yellow paper. With the exception of the graphs, these can be mimeographed and distributed to students as needed, who can accumulate them in a loose-leaf notebook. Having such a notebook, file, or folder of personal data can facilitate review and reappraisal of career and educational plans at the conclusion of the curriculum experiences. Receiving such materials only as needed, rather than having all materials in advance, should maximize the positive effects of surprise and novelty.

Another plan would be for the teacher or counselor to develop a cumulative file for each student. The various questionnaires and writing assignments provide considerable understanding of individual students and would be conducive to a case study approach in assessing and planning for their needs.

Sets of reading materials could be used with more than one class. Prints can be made of graphs, which then can be covered with a protective plastic covering for use with different classes. Single copies of graphs can be used with a projector for group analysis and discussion.

DESCRIPTION OF THE FORMAT

OBJECTIVES

Major objectives are stated in affective terms (feeling or attitudinal).

They attempt to move systematically through the affective classification system as set forth in (1) Krathwohl, et al, Taxonomy of Educational Objectives: Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964). It is possible that some individuals or groups will not need to work through all steps that are outlined.

Because this is a relatively new classification system and unfamiliar to most teachers, a brief description of the objective is repeated throughout the materials to provide a handy reference. Each objective is coded numerically just as it is in the Handbook.

Each affective classification is followed by a description of the specific overt behavior it is hoped the learning experience will elicit --what it is hoped the student will do.

Following the specific behavioral response is a statement in the student's own words which describes how the student might feel or what he might say to himself. Although

MEANS OF ELICITING RESPONSE

Methodological considerations are stated prior to each affective category and its corresponding learning experience. These are in the nature of brief reminders of what seem to be important principles or over-all approaches that might guide the teacher's actions and words.

General considerations are followed by description of specific practices, plans, or materials which it is hoped will elicit the desired response. They are not the only ones that could be structured; variation certainly is possible, depending upon teacher, students, time, etc. These particular lessons, however, are designed to provide a meaningful psychological sequence for the learner. Generally, only the teacher's introduction to the lesson or activity and the over-all planning are given. Not all organizational procedures are described in detail; most are left to the teacher's own design and ingenuity. Samples of specific reading materials or student data or work sheets (on yellow paper) are included immediately following the page of the curriculum sequence which describes its use. Each yellow sheet is coded with a Roman numeral (the same as in the Table of Contents) and a number to correspond with the affective objective and the particular topic or learning experience with which it is to be used.

Following each lesson or activity is a listing of the kinds of developmental or growth needs which that particular classroom experience can provide the learner. These are stated rather generally; there will be, of course, considerable individual variation within the group in readiness or need to benefit from these particular opportunities, perhaps due to such factors as sex, the particular tasks involved, and past learning experiences and opportunities. Those listed are appropriate for most junior high youngsters, who may range from late childhood through early and late adolescence. Planning learning experiences with these tasks in mind should facilitate fuller development of youngsters by maximizing healthy

EVALUATIVE DEVICES

Evaluative record forms (blue sheets) for teacher use have been developed for all objectives and curriculum sequences. These are coded to correspond with a numerical code for objectives and a Roman numeral to indicate the particular portion of the curriculum sequence. It appears immediately following the description of the learning experience and the materials used. One record sheet, however, may combine evaluative evidence for more than one objective.

The means of evaluation outlined in these materials are not refined sufficiently at this point for precise measurement of the response of each individual to a particular learning experience, but rather, they represent an approach which may help the teacher to:

(1) Determine the readiness of the group to proceed (evidence that desired response has been elicited)

(2) Locate individual need for special encouragement, help, reorientation, counseling, etc.)

(3) Suggest modification of curriculum sequence or activities

(4) Assess the range of individual differences within the group.

It is not necessary to use all of the evaluative devices. If other learning experiences are substituted for those

this might not actually be stated and wording would vary if it were, it may help to conceptualize the desired response from the student's point of view.

Since affective and cognitive functioning in reality cannot be separated, related cognitive objectives are listed. These specify the kinds of cognitive processes demanded by the particular teacher assignment or classroom activity. There may be difference of opinion about the exact nature of these; terms used to classify various intellectual processes often overlap. These are not of primary concern, however, since the major intent of the materials is to bring about increased self-understanding and motivation relative to career planning. Evaluation is primarily in terms of increasing response, emotional investment, and valuing, but increasingly high level intellectual skills are needed to achieve these more complex affective objectives.

Not all curriculum topics require the higher level behaviors. It was felt that background was needed in a variety of related areas before the complex organization and synthesis of a value system was required. This seemed an appropriate way to structure this particular content on career planning. Other types of content might be structured quite differently.

growth and integration of emotional, social, and intellectual aspects of each child. Since youngsters are multidimensional, it is important for teachers to be sensitive and alert to and provide for the total development of students. Growth needs which generally are not the major focus of educators' attention significantly may influence students' classroom learning; planning to meet these needs may work toward more efficient learning.

Since youngsters vary in the pace at which they work, in motivation, and ability to conceptualize, timing of the learning sequences will vary. Preliminary classroom tryouts revealed that in several cases as many as three steps in the classification system could be completed in one class period. Other curriculum experiences, however, took considerably longer. The teacher will need to plan in accordance with the needs of the group and the possibilities seen in extending and supplementing the experiences which have been structured. Picking up cues from students often results in the most meaningful learning experiences. Flexibility may be a key to successful implementation of this guidance curriculum.

which appear in the materials, appropriate means of evaluation will need to be developed. Extra columns with blank headings have been provided for this purpose and for any supplemental activities provided students.

Most of the evaluative sheets have spaces for 30 students. When teachers have more than that in a given class the bottom of the blue sheet can be folded upward and recording for the additional students can be done on the lower portion of the back of the sheet.

Separating the class list by sex should reveal any differential response of the two sexes to particular learning experiences. Keeping students' names in the same order on different evaluative sheets will facilitate locating responsiveness of individual students.

Teachers found through preliminary tryout of these evaluative devices that, in most cases, they were relatively easy to use on a daily basis and that they provided considerable insight into individual students that might otherwise go unseen. Their greatest difficulty was in interpretation of overt behavior. Behavior that sometimes suggested disinterest on closer scrutiny turned out not to have affected attention.

I. YOUNGSTERS' PERSPECTIVE OF PURPOSES OF EDUCATION AND KEY PROBLEMS FACING THEM
(Career and educational planning located in a broad context)

I. YOUNGSTERS' PERSPECTIVE OF PURPOSES OF EDUCATION AND KEY PROBLEMS FACING THEM
(Career and educational planning located in a broad context)

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Affective Classification		
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Listens to, observes, or participates in general discussion of problems young people face. Possible attitudinal response: "I guess young people do have some problems, including educational and career planning." Cognitive processes demanded: Recognition Recall Evaluative thinking with minimal involvement	Methodological considerations. Teacher needs to capture attention and discover existing student perceptions. Require them to focus on a broad but meaningful area involving educational planning. Asking for their perceptions indicates interest in their view of the world. Encourage objective appraisal of problems. Provide atmosphere conducive to expression of feeling. Specific practices, plans, or materials. Teacher initiated discussion: "I am interested in your view of the world. What do you see as the key problems facing young people growing up today?" List responses on the board as they are given. Having to go to school and deciding what they want to do or be are likely to be mentioned. If not, the teacher can add them via probing or as own contribution to the discussion. Discuss all problems mentioned in order to assess their major concerns, even though attention later will be focused upon career and educational planning. By doing something with the list on the board, each student must focus, think about, and react in a somewhat personal manner. Teacher assignment: "Arrange these problems we have listed according to how important you feel they are. Number them from 1 to ." Collect lists for a summary tabulation. Relationship to developmental tasks or growth needs of learner. Establish independence from adults by doing own thinking rather than merely responding to adult structuring Clarify young people's perceptions Use language to exchange ideas or influence one's hearers Encourage objectivity important to scientific approach	If the two problems of school and career decision are given in class, this indicates some awareness of them as problems. Ask for a show of hands to indicate how many feel these are key problems. Tabulate relative positions in which problems are placed on Eval. 1, 1.1. Compute totals and means for each problem separately by sex. Combine for over-all rank order. Enter totals on Class Data Sheet I, 1.2. Duplicate so each student has a copy for next session. (For students with limited ability this step might be eliminated or simplified by discussion in lieu of written conclusions.)

Evidence of awareness or urgency with which students see educational and career planning relative to other problems

Separate boys' and girls' papers before beginning tabulation so rankings can be listed without having to check sex each time a ranking is recorded. Go through all papers for each problem before going on to the next. Separate the numbers students assign to problems by commas. Simply add these numbers across to secure totals. Combine the totals for the two sexes to get the combined sex total. Divide totals for boys, girls, and combined sex by the number of problems to secure means. The smallest mean indicates the highest rankings by students; rank the problems according to size of means in the three right hand columns (1, 2, 3, etc.).

List problems given by students here	List number or position in which students place problems here	Total		Mean		Rank Order		
		By Sex	Combined Sex	By Sex	Combined Sex	Boys	Girls	Combined Sex
	B							
	G							
	B							
	G							
	B							
	G							
	B							
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	G							

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.2 Willingness to receive (develops tolerance for, gives attention to) Specific behavioral response: Listens to or participates in discussion of career planning and school relative to other problems young people face. Checks questionnaire item to indicate some interest. Possible student attitudinal response: "It appears that not everyone feels problems are of equal importance. Some people seem more concerned than others about certain things. I might be somewhat interested in how others view this." Cognitive processes demanded: Analysis Interpretation and drawing conclusions	Methodological considerations. Involve students by analysis of their own perceptions. Summary "problem" class data sheets (I, 1.2) will help focus the group's attention. This will have to be duplicated for each individual class. Build upon desire to know how peers view problems people their age face. Specific practices, plans, or materials. Distribute Class Data Sheet I, 1.2, IMPORTANCE OF PROBLEMS FACING YOUNG PEOPLE. This will show the mean ranking of problems discussed in previous session, separated by boys and girls. Space will be provided for students to react to the rankings. Teacher assignment: "Here is a summary of how you ranked the problems you people felt were key ones facing you today. You probably will be very interested in how you ranked them as compared with others in the class and whether or not boys and girls differed in their rankings. Look at these, think about what they mean, and jot down in the conclusions column whatever your reactions are. We will discuss our reactions in a few moments." After sufficient time has been given for thought and writing, discuss their reactions. Questions such as "What do you think about the way these problems were ordered?" "What kinds of things does this group (boys and girls) consider as most important?" "Where are planning for a career and getting an education in relation to all the problems you consider important?" "How much do people your age think about what they want to do and why they are in school?" Conclude the discussion by having them check questionnaire STUDENT INTEREST IN EDUCATIONAL AND CAREER PLANNING, and hand in with the class data sheet. Relationship to developmental tasks or growth needs of learner. Identification with one's own sex mates and their thinking Clarifying young people's perceptions of problems they face Developing a scientific approach (simple level of looking at data) Using language to express and analyze concepts Beginning to think reflectively	Observe for participation in class discussion and rate under first column, Eval. I, 1.2, 1.3, Participation in discussion. Check the appropriate column. Enter response on page 2 on Eval. I, 1.2, 1.3, under Professed interest in considering problems.

IMPORTANCE OF PROBLEMS FACING YOUNG PEOPLE

Class Data Sheet

Problems	Mean			Rank Order			Conclusions
	Boys	Girls	Combined Sex	Boys	Girls	Combined Sex	

Problems	Mean			Rank Order			Conclusions
	Boys	Girls	Combined Sex	Boys	Girls	Combined Sex	

STUDENT INTEREST IN EDUCATIONAL AND CAREER PLANNING

How interested are you in considering the problems of career and educational planning at this time?

_____Very interested
_____Quite interested
_____Somewhat interested
_____Slightly interested
_____Not at all interested

Evidence of willingness to receive and controlled and selected attention to career and educational planning

Eval. I 1.2,1.3

STUDENTS	1.2 Discussion of Career-Educational Planning Participation or Apparent Interest: Great deal	Some	Little or none	1.2 Questionnaire Item Professed Interest in Considering These Problems: Very	Quite	Somewhat	Slight	Not at all	1.3 Papers on Purposes of Education Perceived Relationship to Career Preparation (amount mentioned): Great deal	Some	Little or none	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Expresses self in writing; indicates concern for career planning Possible student attitudinal response: "There are some reasons why I am in school." Cognitive processes demanded: Recall Recognition Reflection	Methodological considerations. From the range of problems presented, require students to focus on themselves; this should capitalize on a natural interest in self. Stress the normality of individual differences and make clear the desire to understand each of them as individuals. Specific practices, plans, or materials. Teacher assignment: "One thing about human beings is that, even though they may have many things in common, each one is unique. I have a better idea about the group as a whole, but teachers need to understand each student better as an individual. This assignment also will help you to clarify your own thinking. Write a brief paper which will answer the questions as to why you are in school and what purposes you hope education will serve for you." Relationship to developmental tasks or growth needs of learner. Recognizing one's thoughts about self Using written language to communicate thought and feeling Moving from general considerations to the particular Thinking reflectively	Evaluate papers for mention of career preparation. Separate into three piles to indicate students' perceptions of (1) a great deal of relationship, (2) some relationship, and (3) little or no relationship between education and career preparation. Enter in appropriate column on Eval. I, 1.2, 1.3.

2.0 RESPONDING (Doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending, commitment in small measure)

2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion. Often blocks further self direction) Specific behavioral response: Participates in survey based on purposes classmates see education serving for them; completes checklist.	Methodological considerations. It is possible at the lower levels of this category to accept a response without fully accepting responsibility for doing so and responding in an acquiescent manner may have the same external manifestations as internalized behavior. The internal aspects of the behavior may be quite different, however. Since if other alternatives were open and there were no pressures to conform, an alternative response might be chosen, an effort to involve students in active participation seems to be important. Formulating hunches or hypotheses may be one way to involve students and develop a greater degree of commitment. Specific practices, plans, or materials. Distribute Student Checklist I, 2.1, Importance of Educational	

IMPORTANCE OF EDUCATIONAL PURPOSES

I
2.1

Student Checklist

Purposes We Hope Education Will Serve for Us	Very Important	Some Importance	Little Importance

Signature: _____

Evidence of acquiescence in responding and willingness to respond

Eval. I
2.1,2.2

STUDENTS	2.1 Student Rating: Importance of Career Planning: Very	Some	Little	2.1 Discussion: Participation: Much	Some	None	2.2 Volunteers-Tabulate	2.2 Research Period: Attentiveness: Great deal	Some	Little	2.2 No. viewpoints	2.2 Notes and Opinions: Thoughtfulness: Great deal	Some	Little

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I'll go along with finding out how my classmates feel and how good our guesses are." Cognitive responses demanded: Comprehension Comparison Hypothesis formation	Purposes (purposes given by students in papers written in previous session). This will have to be duplicated to include class data. Teacher assignment: "Again, you people probably will differ. Check one of the three columns according to how important you feel each purpose is. Your checks probably will reflect pretty closely what you wrote yesterday, but you may have some different ideas when you think of a number of purposes together, including those mentioned by other students." Collect papers. Discussion: "What are your hunches about how you people checked these? Which purpose do you think was mentioned as most important? Which was considered the least important? Do you think there was any difference between what boys and girls thought? Why do you think there might be differences? What do you think and why do you think as you do?" List on the board purposes they hypothesize as most and least frequently mentioned. Put names of individuals who formulate hypotheses and brief notes describing their reasoning. Relationship to developmental tasks and growth needs of learner. Establishing peer groupness and learning to belong Clarifying thinking of peer group, as distinct from adult attitudes Identification with social contemporaries of the same sex; understanding opposite sex Learning ways to study the social world Making finer conceptual distinctions Developing a scientific approach Doing independent thinking	Enter student rating of importance of career planning as a purpose of education in first category of Eval. I, 2.1, 2.2. Observe for participation in discussion and hypothesis formation. Check one of three columns in category two of Eval. I, 2.1, 2.2.
2.2 Willingness to respond (voluntarily looks for, co-operation) Specific behavioral responses: Participates voluntarily in one of several possible activities designed to gather information on purposes of education.	Methodological considerations: Multiple materials should be available, located at various places in the classroom. Reference books, duplicated sheets giving controversial opinions, posters, diagrams, etc., presented as attractively as possible. These various centers might be located to correspond with several small classroom groupings to be structured for informal discussion. One center should be set up with instructions and Data Sheet (Importance of Educational Purposes) for tabulating the	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I will think about the purposes of education and gather information (because I am beginning to be interested)." Cognitive processes demanded: Comprehension of directions for tabulating; following directions Analysis Testing hypotheses	questionnaire, or perhaps two, one for boys and one for girls. Allow freedom to choose and observe movement toward active participation. Specific practices, plans, or materials. Teacher initiation of free research period: "We will need someone to tabulate the results of our classroom survey. Who would like to work on this? Should we have a group of boys and a group of girls to handle responses of their own sex? What do you think?" Make decision and select students on basis of their preference. Keep groups small. "The rest of you will have an opportunity to explore other people's ideas on the purposes of education." Describe the range of materials that are available for study. Encourage them to examine as many different kinds of materials as they can during this period for data gathering. "During this period each one of you is to get as many other viewpoints about education as you can. Think about what is meant; decide how you feel about what is said. Take notes and write your opinion of these viewpoints. You may move around the room to get materials, but sit down at your desk to take notes and write your opinions." Relationship to developmental tasks or growth needs of learner. Establishing independence Establishing peer groupness and learning to belong Identification with contemporaries Learning to use language to exchange ideas or influence hearers Reading for information Developing a scientific approach	Record who volunteered to tabulate on Eval. I, 2.1, 2.2. Observe for attentiveness during the free research period. Record in one of three columns for this purpose on Eval. I, 2.1, 2.2. After papers are collected evaluate for number of viewpoints recorded in notes and the degree of thoroughness in opinions expressed about these viewpoints. Record on Eval. I, 2.1, 2.2.
2.3 Satisfaction in response (enjoys discovering; emotional component, however, can appear at all levels)	Methodological considerations. Emotion may or may not be overtly displayed. This depends upon both individuals and situations. It is more apt to be displayed in a relatively free situation allowing social interaction with peers or in individual research and small	

Evidence of satisfaction in response 2.3

Eval. I 2.3

STUDENTS		During Own Presentation			During Others' Presentation			
		Presents findings & opinions with enthusiasm and/or serious involvement	Appears to be self-confident (poised, at ease)	Smiles or appears pleased with self	Responds with interest & enthusiasm	Expresses curiosity	Appears to be intently involved	Smiles or appears happy about interacting with others

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	group discussions. Seeing peers participate in intellectual tasks may increase intellectual involvement more than adult directives. Specific practices, plans, or materials. Teacher focus: "Now that you have had some time to add to your background, let's see what you have discovered. Sometimes it is easier to discuss thinking in smaller groups than in large groups. We will divide into 4 or 5 small groups, but first, let's hear from our tabulators. How did you go about tabulating? What did you find?" Bring out the accuracy of group's hypothesizing. Give appropriate credit to those who were most accurate. "In your small groups each person is to present his own individual findings to the total group, give his personal reaction to what he found, and then allow for others to react to what has been presented." Collect all papers at end of discussion. Relationship to developmental tasks or growth needs of learner. Developing an adequate self-concept as an intellectual person capable of expressing sound ideas Establishing peer groupness and learning to belong Identification with one's age and sex mates Using language to express and clarify more complex concepts Developing a scientific approach	Observe for evidence of enjoyment during small group discussions. Record on Eval. I, 2.3. Do two ratings on each child, one during own presentation and one during others' presentations.
3.0 VALUING (ascribing worth to a thing, phenomenon, or behavior)		
3.1 Acceptance of a value (ascribing worth to something tentatively, with low level of certainty) Specific behavioral response: Writes paper; clarification of value attributed to education for self and others.	Methodological considerations. At this level there should be enough internalization to be a consistently controlling force on behavior. Enough continuity should be perceived by others to indicate holding of a belief (others can identify the value and he is willing to be so identified). Student begins to view the activity as important. After prior group activities there should be opportunity to reflect about the conclusions and contributions relative to self. Specific practices, plans, or materials. Teacher assignment: "We have heard and discussed other people's	

Evidence of acceptance of and preference for a value

Eval. I
3.1,3.2

STUDENTS		3.1 Papers: Attitude Toward Education			3.1 Papers: Relationship Perceived Between Career & Education			3.2 Questionnaire Item: Ranks Purposes		3.2 Questionnaire Item: Curiosity & Interest in Discussion of Others' Rankings		
		Positive	Neutral	Negative	Strong	Some	Little or none	Decisively	Indecisively	Great deal	Some	Little or none

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "Education does have some purposes for me which I value." Cognitive processes demanded: Evaluation Reflection Organization	ideas. Now let's reassess our own positions. What purposes do you really want education to serve in your life? Clarify your own thinking; present your own unique viewpoint in a paper, How I Feel About the Purposes of Education." Relationship to developmental tasks or growth needs of learner. Establishing one's independence as an intellectual being Clarifying and accepting one's own ideas Developing confidence in one's own thinking Reorganizing one's thoughts and feelings about self relative to both present and future educational (and career) involvements Using written language to communicate thought and feeling, as well as to clarify and extend the concept of "education." Applying general background to the self in particular Achieving a higher level of reasoning	Rate papers on the basis of positive valence or sentiment for education and clear conceptualization of relationship between education and career preparation. Record on Eval. I, 3.1, 3.2.
3.2 Preference for a value (between acceptance and commitment; seeks out knowledge, pursues, wants it) Specific behavioral response: Ranks purposes decisively; evidences curiosity about what others think about education. Possible student attitudinal response: "I wonder what other people think the purposes of education are? How does what I think compare with others' views?" Cognitive processes demanded: Analysis Comparison	Methodological considerations. Since curiosity is not always stimulated in classrooms, provocation by the teacher is important. An attitude of enthusiasm, the teacher's own curiosity, being an appropriate model for identification often are crucial. Specific practices, plans, or materials. Teacher presentation. "Now that you have clarified your thinking, I'd like you to fill out this questionnaire item and see what your preferences are among these particular purposes. Simply rank them by number in their order of importance to you." Distribute PURPOSES OF EDUCATION (I, 3.2). Allow time to complete. "How do you think other people your age would feel about these particular purposes? How would boys and girls at other ages feel? What about adults? How much agreement or disagreement do you suppose there might be between parents and their youngsters? Why do you suppose people might differ in their viewpoints?" Encourage discussion and expression of hunches about these questions before distributing data graphs. "These research data may provide you some answers and give you an opportunity to compare your ideas with those of others, some of whom are your age and some who are at different ages. You are not required	Observe for decisiveness in completing questionnaire. Record on Eval. I. 3.1, 3.2. Observe for curiosity and interest in how others completed questionnaire item. Record on Eval. I, 3.1, 3.2.

Most people would agree that major purposes of education include development of talents, teaching basic skills and general background knowledge, and developing effective citizens. Beyond these, however, people seem to differ in what they think education should do for them.

Some of these other <u>purposes of education</u> are listed on the right. <u>Number</u> each one from 1 (most important to you) to 6 (least important to you).

Develop my problem solving and creative thinking abilities . . . . . ____

Develop my ability to get along with others, provide social relationships and help me appreciate others . . . . . ____

Develop ability to express my own ideas and feelings . . . . . ____

Develop my enjoyment of learning . . . . . ____

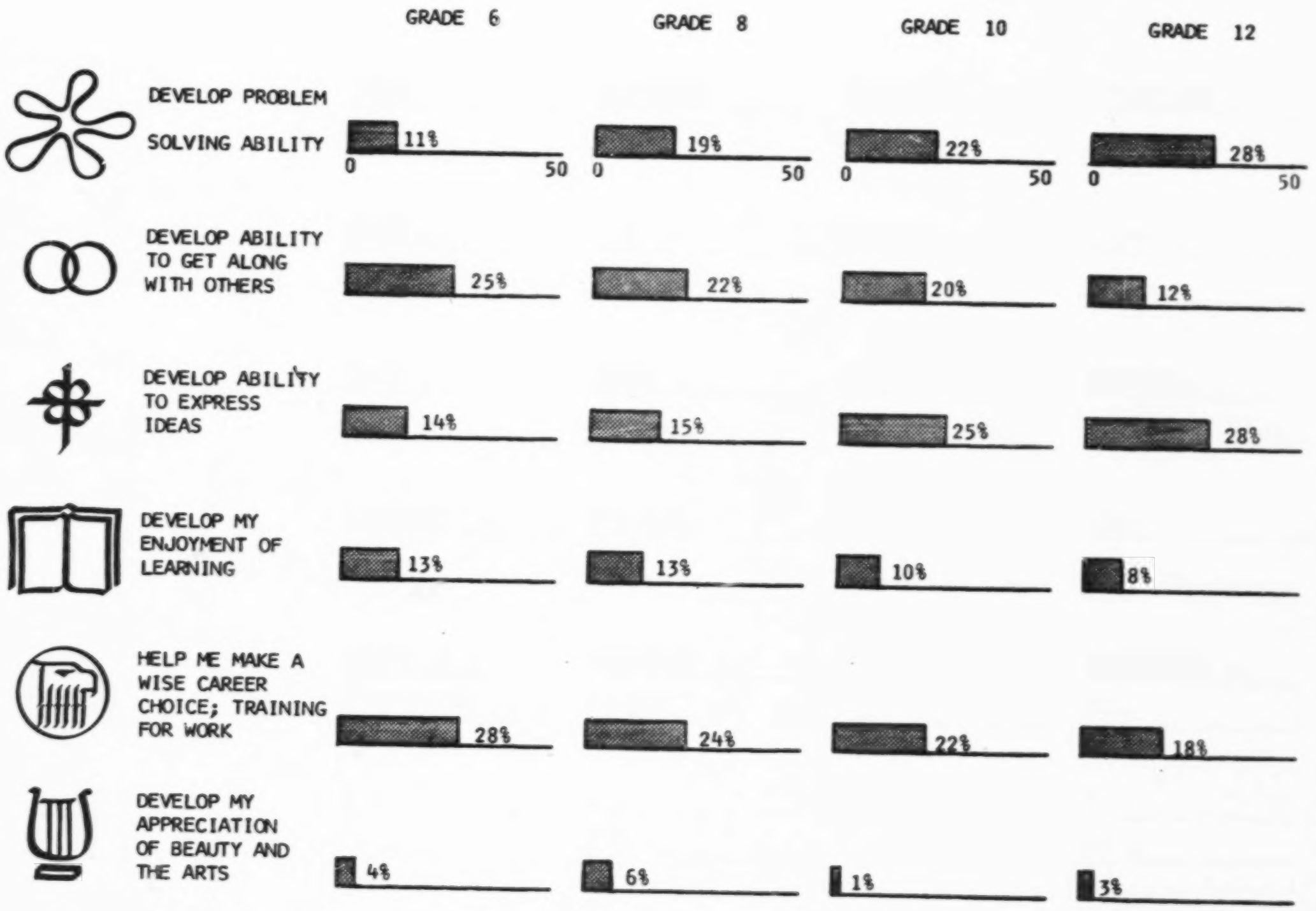
Help me make a wise career choice and provide training for future work . . . . . ____

Develop my appreciation of the arts and beauty . . . . . ____

Signature: _____

BOYS AND GIRLS COMBINED

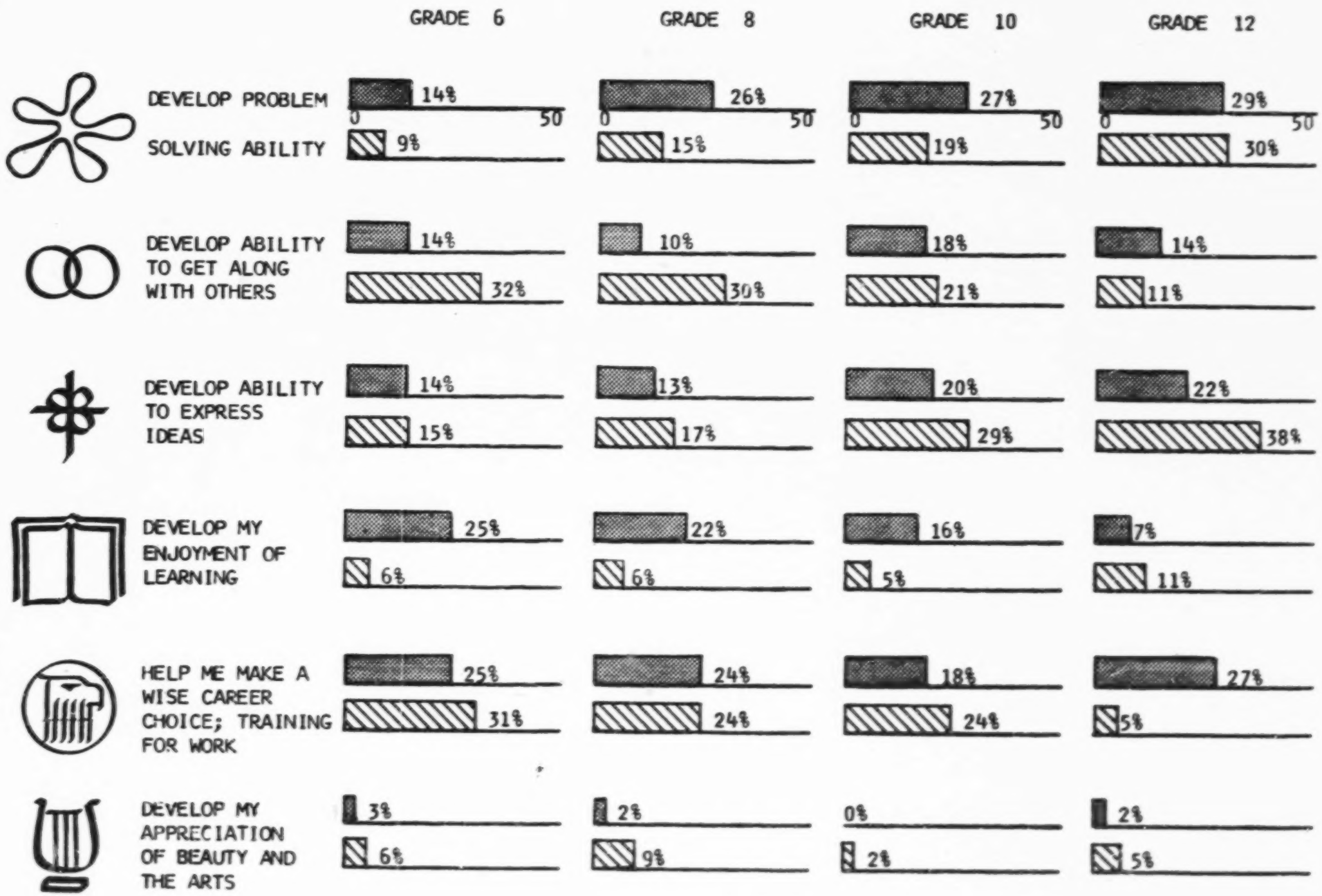
PURPOSES OF EDUCATION STUDENTS SEE AS MOST IMPORTANT*



BOYS

GIRLS

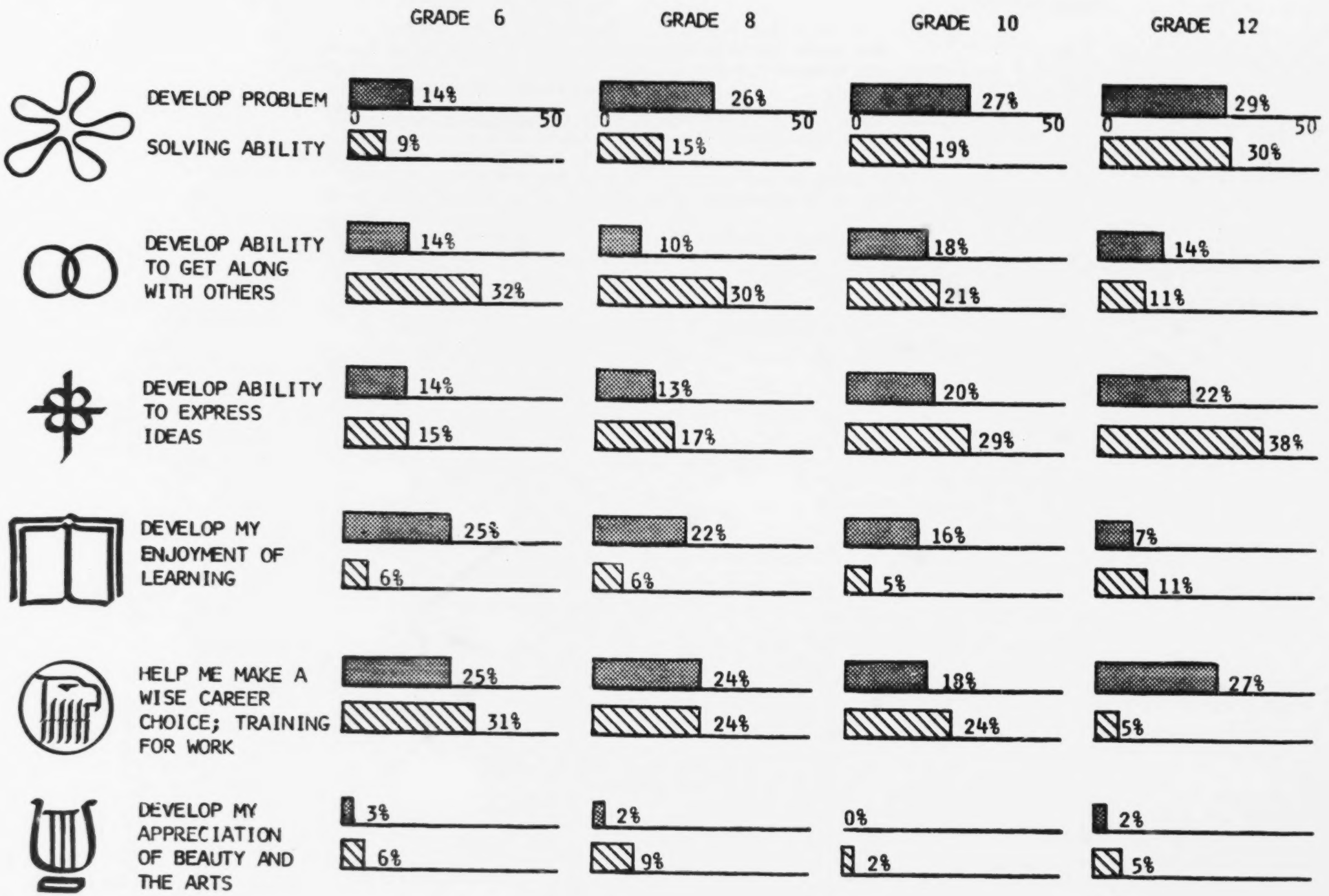
PURPOSES OF EDUCATION STUDENTS SEE AS MOST IMPORTANT



BOYS

GIRLS

PURPOSES OF EDUCATION STUDENTS SEE AS MOST IMPORTANT



OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES

to do anything with these findings at the moment, but it will be useful to you in broadening your understanding of how others view this important part of your life. You may take a few moments to make your own private comparisons."

Relationship to developmental tasks or growth needs of learner.

Establishing one's independence from adults; clarifying the adult world as over against the child's world.

Establishing peer groupness; identifying with contemporaries; clarifying peer perceptions as they relate to perceptions of other age groups

Making finer conceptual distinctions and thinking reflectively

Developing a scientific approach via analysis of research data

II. STATUS OF CAREER PLANNING

II. CAREER PLANNING

(Status of individual students' career planning, areas of interest, degree of specificity or vagueness in planning, and careers considered in the past)

OBJECTIVES Affective Classification	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Fills out questionnaire items. Possible student attitudinal response: "My career planning is at ...stage of development." Cognitive processes demanded: Recall Reflection	Methodological considerations. It is necessary to get students to attend to or focus attention upon career planning. Asking them to classify themselves in response to questionnaire items may do this. Specific practices, plans, or materials. Teacher introduction. "You have located career planning in a particular position relative to other reasons for being in school. Let's take a closer look at this. Just where are you in your planning for a career?" Distribute questionnaire on STATUS OF CAREER PLANNING (II, 1.1) to assess status of career planning. "Fill out the items on this questionnaire and I will do a summary of some of the group's responses. This should provide us a better understanding of where we (as a group) are in this important area." Give time for students to complete the questionnaire, then collect them for recording. Relationship to developmental tasks or growth needs of learner. Thinking independently and reflectively Preparatory consideration of occupational possibilities Thinking in terms of causal relations	Completes questionnaire II, 1.1; verbalizes career choice. Record on Eval. II, 1.1, 1.2.
1.2 Willingness to receive (develops tolerance for, gives attention to) Specific behavioral response: Expresses interest on questionnaire; indicates tolerance	Methodological considerations. To capitalize upon attention to self and utilize interest in how one compares with others, move quickly to awareness that others have answered these same questions. Impress them with the fact that these questions were used in a research study. Specific practices, plans, or materials. Teacher introduction. "It will take some time to tabulate your	

STATUS OF CAREER PLANNING

(1) Do you have any broad areas of interest you would like to explore for possible career choice in the future?

Yes....._____
No....._____
I don't know....._____

(2) If so, what are these areas of interest?_____

_____

(3) Have you decided on the kind of work you want to do?

Yes, I have decided....._____
I have decided, but am not sure about it....._____
No, I have not decided yet....._____

(4) If you have some idea of a career choice, what is it?_____

_____

(5) If you have <u>not</u> yet decided on a career, how interested are you in exploring possibilities at this time?

Very....._____
Quite....._____
Somewhat....._____
Not very....._____
Not at all....._____

_____

(6) If you have <u>not</u> yet made a career choice, check all of the reasons listed below which may explain why you have not yet decided.

Too young to decide yet....._____
Need to explore more fields before deciding....._____
Too little vocational guidance....._____
Busy with social activities....._____
Influence of friends who are unconcerned about career choice...._____
Unsure of myself and my own abilities....._____
Concerned with problems (perhaps such things as family separation, loss of loved ones, lack of popularity, etc.)....._____
Lack of interest in school or trouble with assignments and grades....._____
Busy with sports....._____
Others (describe)....._____

_____

Signature_____

Evidence of awareness and willingness to receive data on career planning

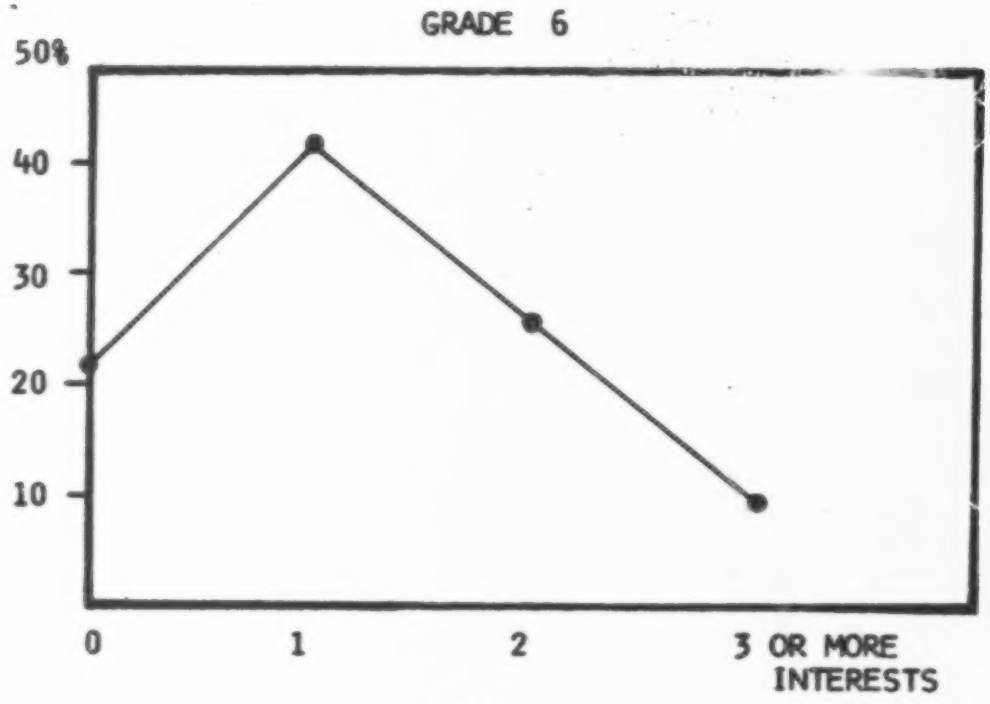
Eval. II
1.1,1.2

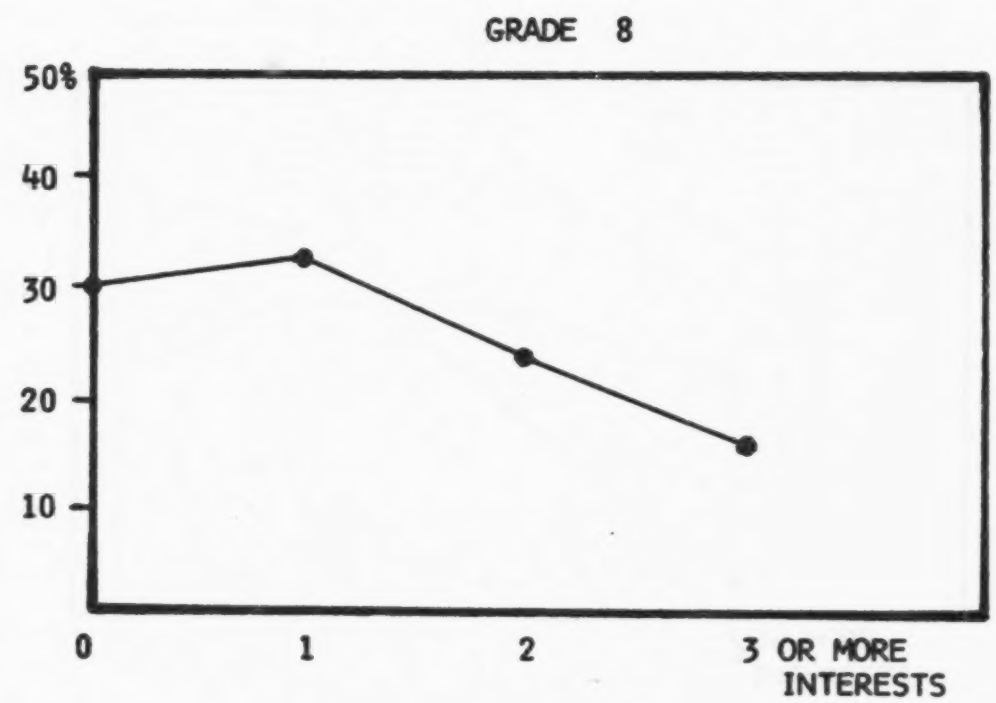
STUDENTS		1.1 Questionnaire: Verbalizes Career Choice		1.2 Questionnaire: Interest Expressed in Career Exploration					1.2 Questionnaire: Attention During Analysis and Interpretation of Data			Individual Comment Sheets: Thought and Effort in Writing		
		Yes	No	Very	Quite	Somewhat	Not very	Not at all	Much	Some	Little	Much	Some	Little

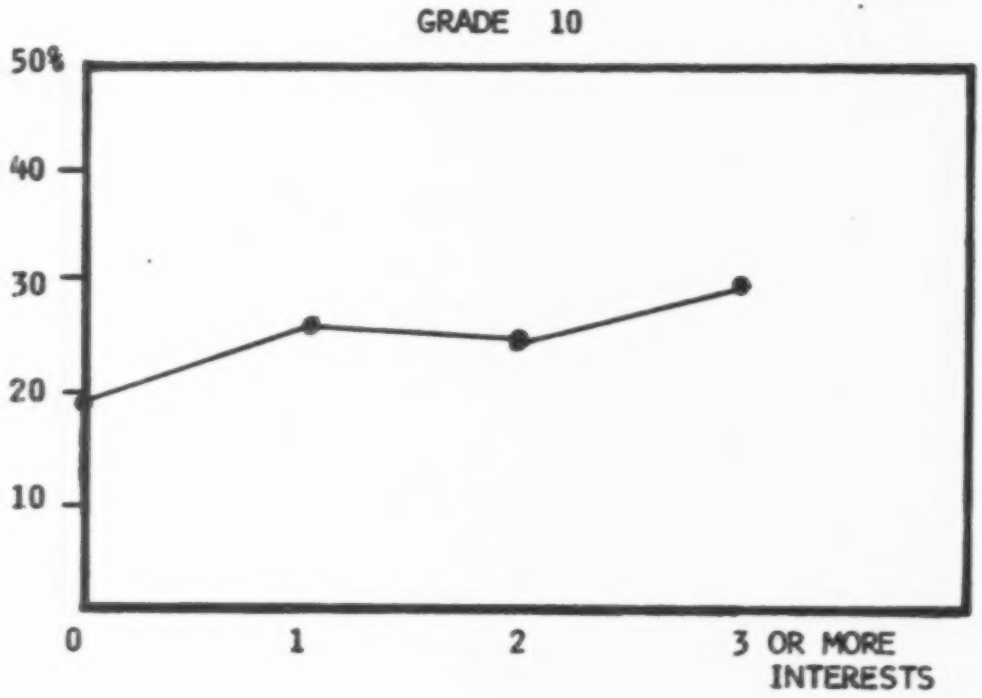
OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
for attending to presentation Possible student attitudinal response: "I will think about age and sex differences in career planning." Cognitive processes demanded: Analysis Interpretation Reflection	responses. In the meantime, let's look at how other young people responded to these same items when they took part in a research study." Distribute research data graphs and Individual Student Comment Sheets, II, 1.2. (Sheets may be omitted for some students.) "Take a look at these graphs. What appears to be the status of career planning for other people your age? For those at other ages? Does career planning appear to change over time? Does it make any difference, according to these data, whether you are a boy or a girl? Think about what these tables might mean and jot down your conclusions or questions on the comment sheet which has been given to you." After time has been given for comments, discuss their questions and conclusions. Collect individual comment sheets for recording. Relationship to developmental tasks or growth needs of learner. Using language to clarify thought Developing scientific approach (via analysis and interpretation of research data).	Expresses interest on questionnaire in career exploration. Record on Eval. II, 1.1, 1.2. Observe for evidence of attention being given to graphs (looking at and making notes on comment sheet). Record on Eval. 1.1, 1.2 Sort comment sheets on basis of thought and effort given to the assignment. Record on Eval. II, 1.1, 1.2.
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Attends to data; participates in analysis. Possible student attitudinal response: "I will look at the status of our career planning and compare it with the research data." Cognitive processes demanded: Analysis Interpretation Drawing inferences	Methodological considerations. Analysis of data sheets may be a somewhat difficult assignment. Allowing students to work together may provide needed peer support, capitalize on youngsters' desire to impress others their age. They probably will be interested in data gathered from their own group. By asking them to do something to the data they must attend to the data. Specific practices, plans, and materials. Teacher introduction. Distribute frequency tabulations, STATUS OF CAREER PLANNING, Class Data Sheet (II, 1.3) before class. You have a summary data sheet on your desk based on how our group responded to these questionnaire items. You are to discuss this data sheet with the person sitting next to you and write down your conclusions in the appropriate columns on the sheet. Think about the following questions: (1) What appears to be the status of career planning for boys and girls in this class? (2) How do boys and girls compare?	(Meaningful quantitative experience can be provided by having students convert frequency counts to percentages for boys and girls. This would be valuable for interpretation of subsequent graphs, all or which use percentages.) Observe for participation with partner in data analysis. Record on Eval. II, 1.3. Check data sheets for evidence regarding quality of joint conclusions drawn. Record on Eval. II, 1.3.

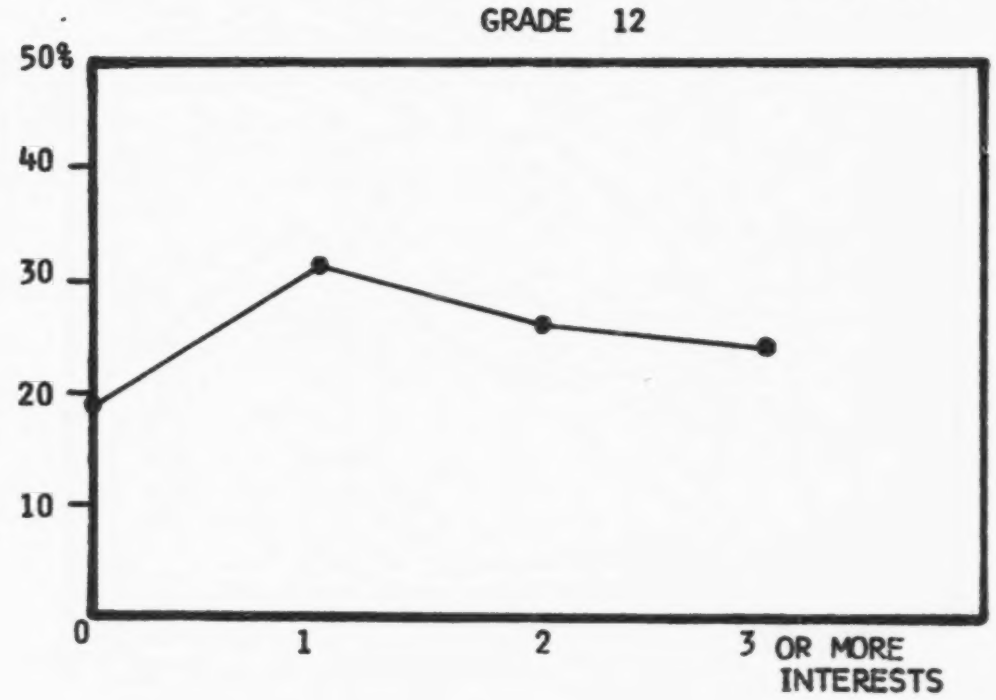
NUMBER OF POSSIBLE CAREER INTERESTS STUDENTS WOULD LIKE TO EXPLORE*

——— BOYS AND GIRLS COMBINED



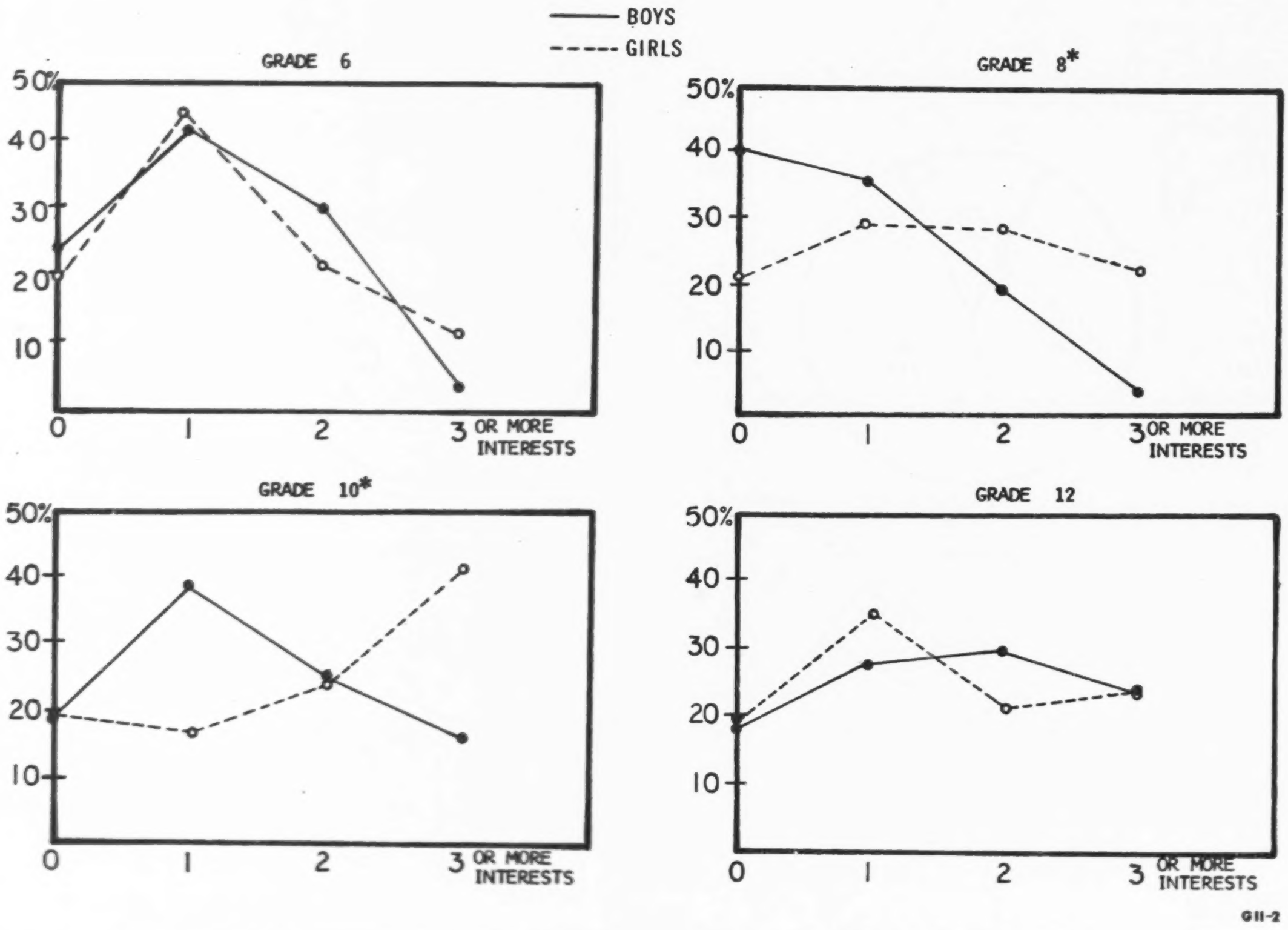






NUMBER OF POSSIBLE CAREER INTERESTS

STUDENTS WOULD LIKE TO EXPLORE

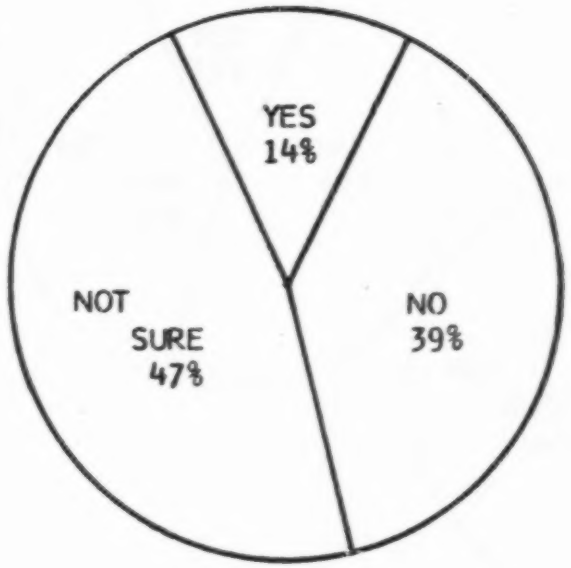


HOW SURE STUDENTS FEEL ABOUT CAREER CHOICE*

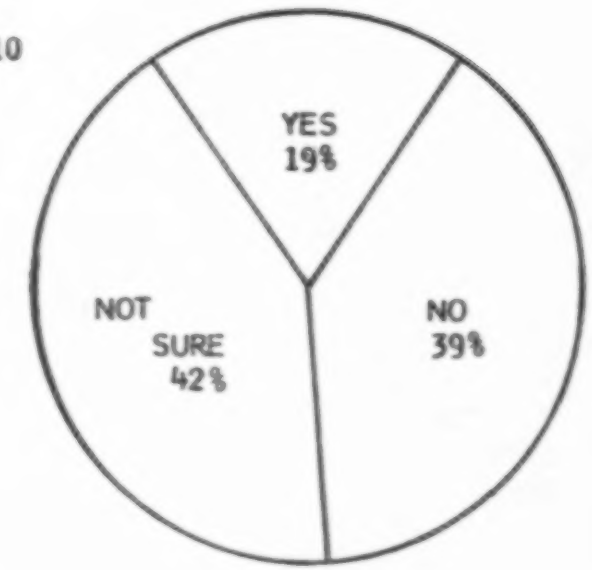
BOYS AND GIRLS ARE COMBINED IN EACH CIRCLE FOR EACH GRADE.

GRADE 6

GRADE 8



GRADE 10



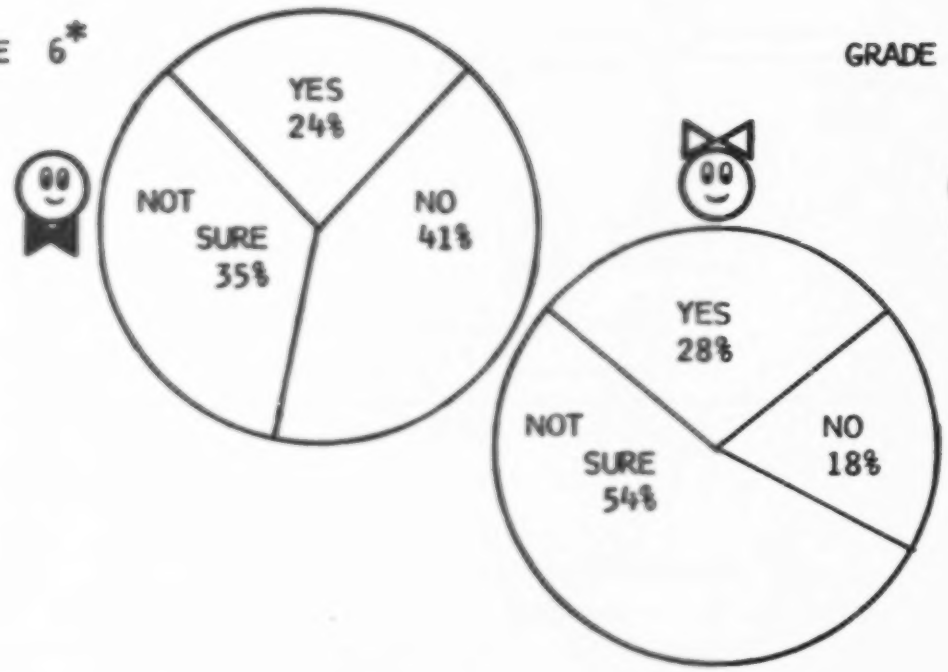
GRADE 12

BOYS

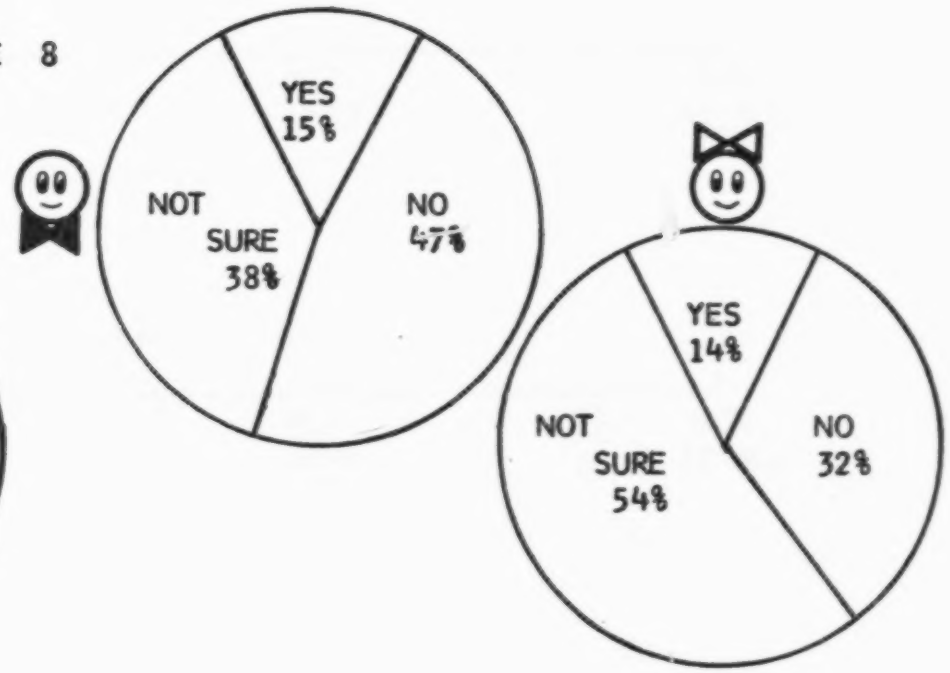
GIRLS

HOW SURE STUDENTS FEEL ABOUT CAREER CHOICE

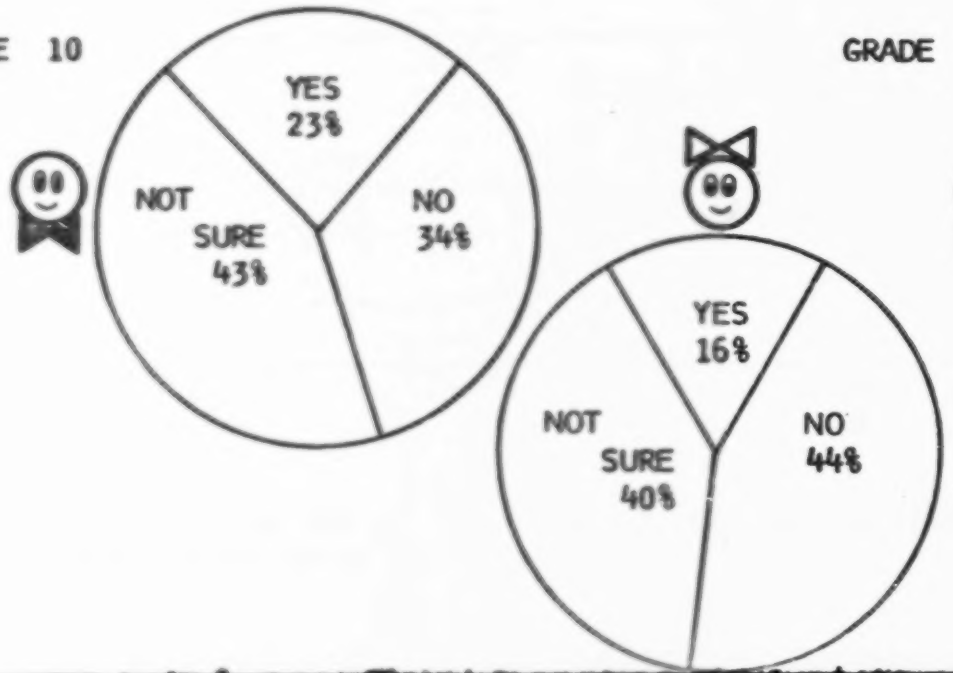
GRADE 6*



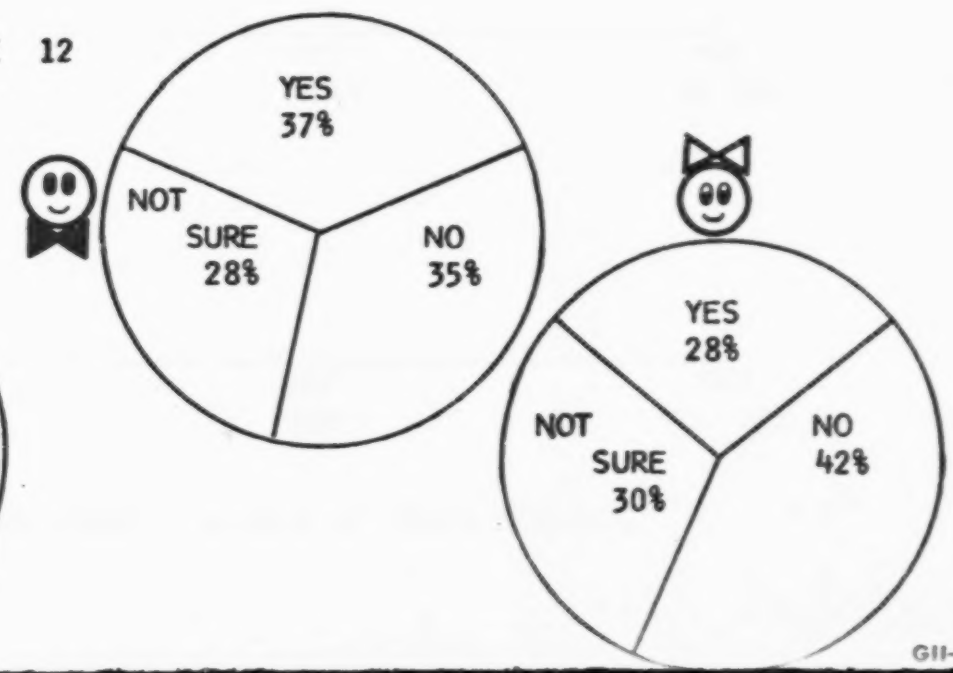
GRADE 8



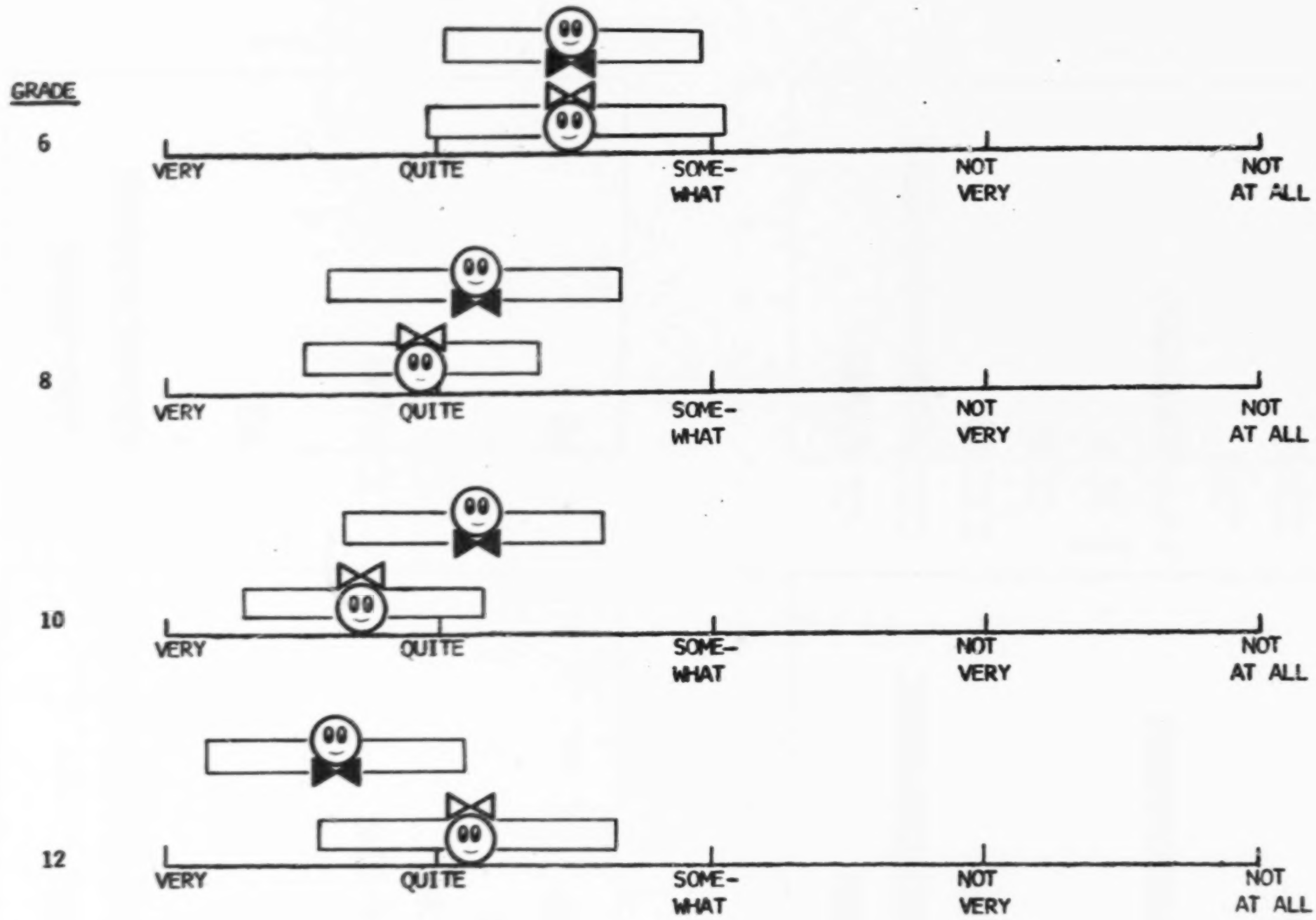
GRADE 10



GRADE 12



HOW INTERESTED STUDENTS ARE IN EXPLORING CAREER POSSIBILITIES

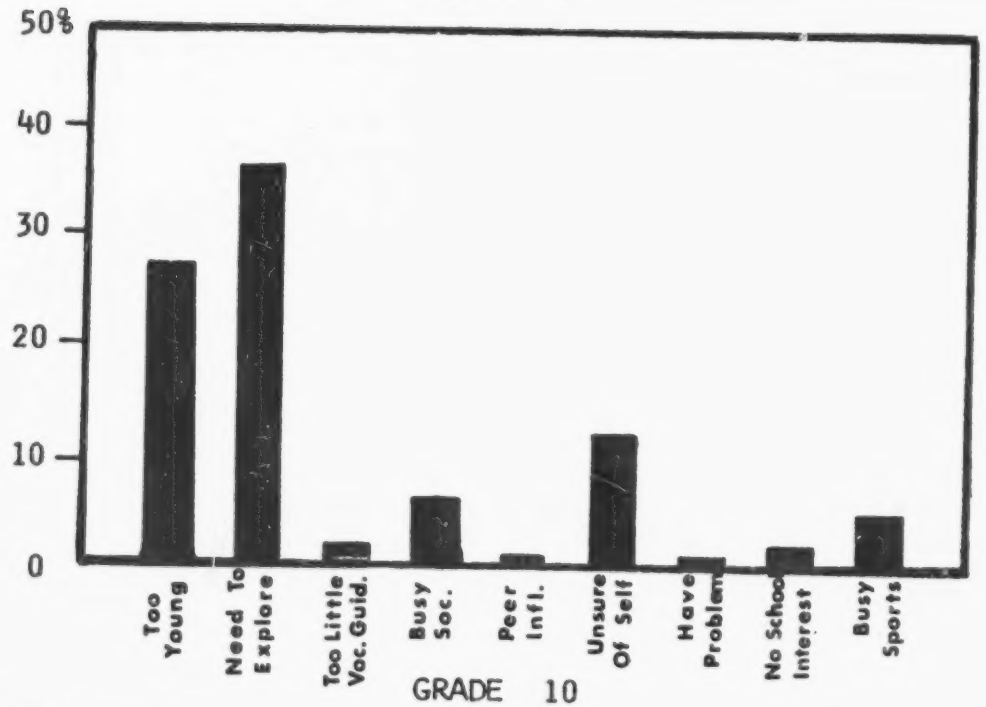


RESPONSES OF 68% OF THE STUDENTS FELL WITHIN THIS RANGE. SCORES OF OTHER STUDENTS WERE EITHER ABOVE OR BELOW THIS.

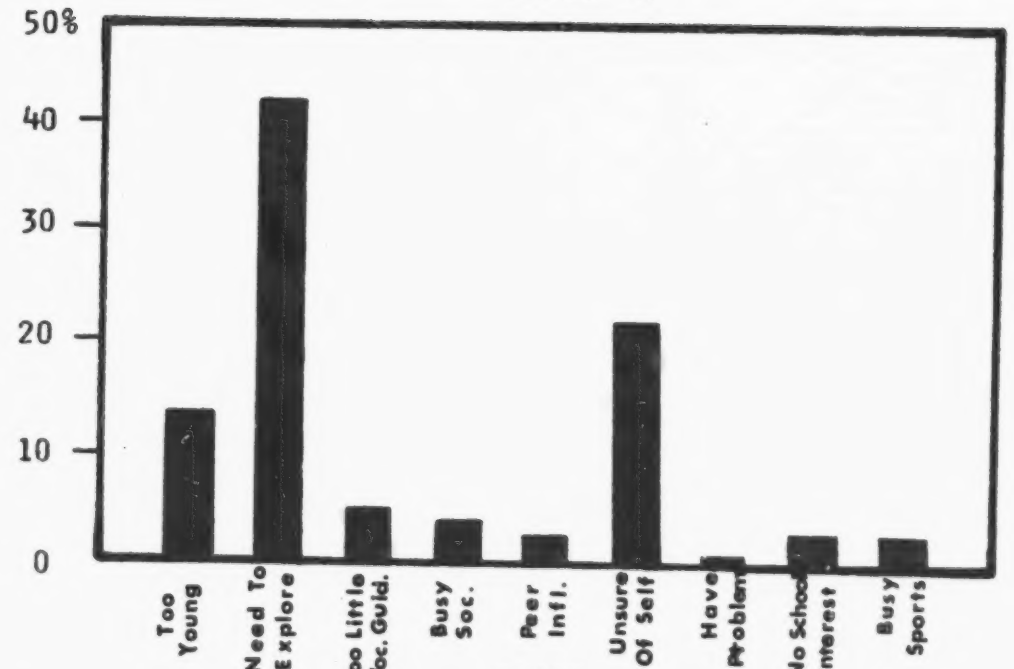
REASONS STUDENTS GIVE FOR NOT HAVING DECIDED ON A CAREER*

BOYS AND GIRLS COMBINED

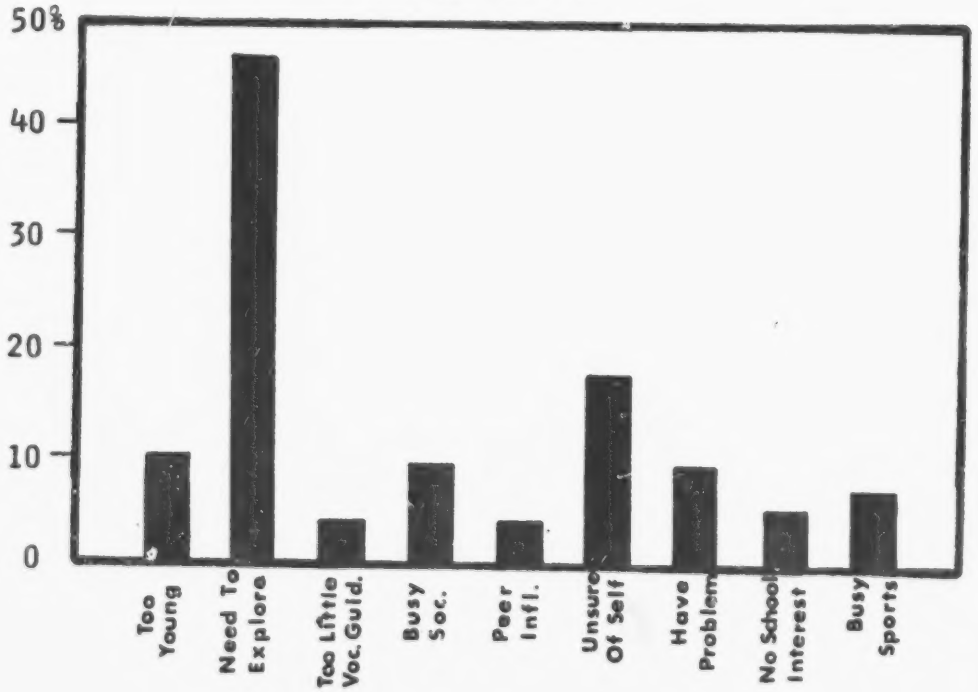
GRADE 6



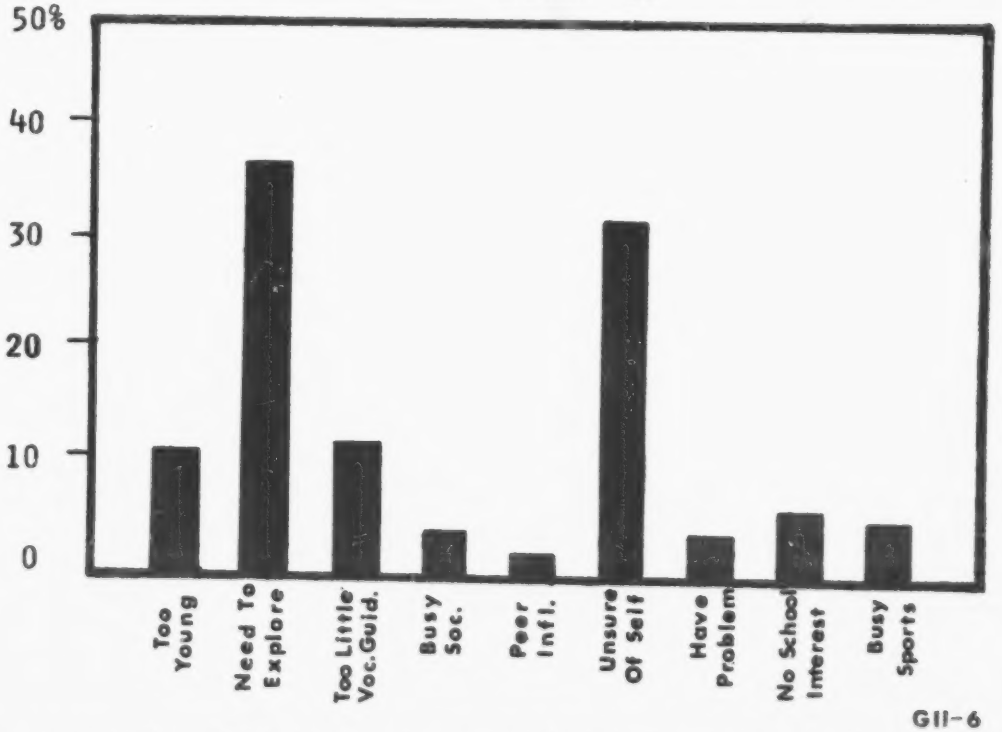
GRADE 8



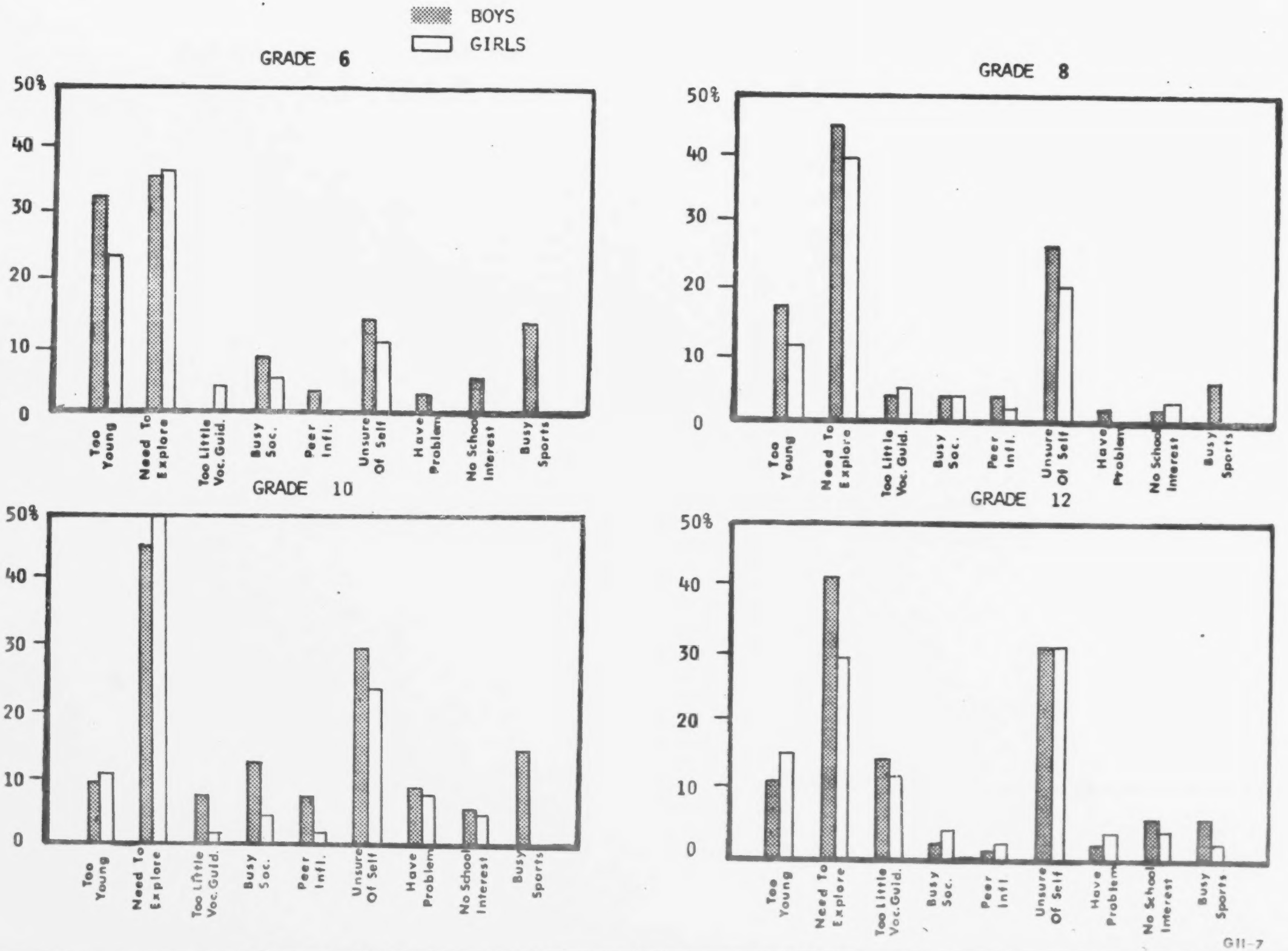
GRADE 10



GRADE 12



REASONS STUDENTS GIVE FOR NOT HAVING DECIDED ON A CAREER



STATUS OF CAREER PLANNING

Individual Student Comment Sheet

What conclusions or questions come to your mind when you analyze these graphs?

Signature:_____

STATUS OF CAREER PLANNING
(Class data sheet)

It may be easier to separate boys' and girls' papers before beginning to tally (𝍸)responses in the appropriate columns.

Questionnaire Item	Response	Boys	Girls	Total	Comments
1. Do you have any broad areas of interest you would like to explore for possible career choice in the future?	Yes				
	No				
	Don't know				
2. If so, what are these areas of interest? (List what these areas are on a separate sheet under Boys' interest and Girls' interest.)	(Number given)				
	1				
	2				
	3				
3. Have you decided on the kind of work you want to do?	Yes				
	Not sure				
	No				
5. If you have not yet decided on a career, how interested are you in exploring possibilities at this time?	Very				
	Quite				
	Somewhat				
	Not very				
	Not at all				
6. If you have not yet made a career choice, check all the reasons listed which may explain why you have not decided. (List other reasons below:) Boys: Girls:	Too young				
	Need to explore more fields				
	Too little vocational guidance				
	Busy - social				
	Friends' influence				
	Unsure of self				
	Personal problems				
	Academic problems				
	Busy - sports				

Conclusions: (You may continue on back):

Signatures: _____ _____

Evidence of controlled or selected attention to class data on career choice

Eval. II
1.3

STUDENTS		1.3 Analysis of Class Data Sheets					
		Interaction with Partner			Written Conclusions		
		Great deal	Some	Little or none	Careful and complete	Somewhat complete	Sketchy or incomplete

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	(3) How do your scores compare with the data from 6th, 8th, 10th, and 12th grades that we just analyzed? Relationship to developmental tasks or growth needs of learner. Developing a scientific approach via data analysis Establishing peer groupness	
2.0 RESPONDING (doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending. commitment in small measure)		
2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior but reaction to suggestion) Specific behavioral response: Categorizes occupations as instructed. Possible student attitudinal response: "I will classify our occupational choices as instructed." Cognitive processes demanded: Comprehension Analysis Discrimination Application Inductive reasoning leading to generalization Evaluative thinking Divergent thinking	Methodological considerations. Requiring students to do something provides opportunity to observe for compliance, particularly if it is a task of a somewhat different or difficult nature. Ending with divergent thinking should help involve them. Encourage and reward individual perceptions and original structurings. Create a set at that point that divergence is highly valued. Specific practices, plans, or materials. Teacher explanation. Distribute CURRENT CAREER CHOICES (II, 2.1) on which all responses to questionnaire item 4 have been listed verbatim and separated by sex. "We are going to do something quite different with the career choices you listed on the questionnaire. All your responses are given on this sheet exactly as you wrote them. You can locate your own, but there are no names attached. With a little more organization perhaps we can come to some interesting conclusions about ourselves. First, I will distribute the OCCUPATIONAL CLASSIFICATION CODE (II, 2.1) to be used in categorizing your current career choices. This provides one particular perspective on the world of work, that relating to the kind of content with which people deal. Some of these categories overlap one another. As an example, read the comment about people at the bottom of the sheet. Each of the 8 categories is divided into 3 subcategories, which sometimes is based upon the level of training achieved in a field." Be sure that after distribution of the code the students understand how it has been formulated and what it means. Read it aloud to students with limited verbal ability. Have them think of other examples of classification systems they know (library, etc.).	

CURRENT CAREER CHOICES

II
2.1

Classify each person's current career choice according to the numbers in the Occupational Classification Code.

Check (✓) whether each response is stated in specific or general terms, e.g. "doing design work in an electronics lab" would be specific, while "helping others" or "having a decent job" would be somewhat general or vague as far as occupation is concerned.

Choice	Occupational Area	Specific	Vague or General

Signature: _____

OCCUPATIONAL CLASSIFICATION CODE. This is based roughly on a "things to people" continuum according to the content with which various occupations deal.

0.0 No choice

1.0 Physical Sciences (focus on phenomena and things)

- 1.1 Professional (e.g. engineer, chemist)
- 1.2 Technical (e.g. mechanical draftsman, technical writer, pilot)
- 1.3 Skilled (e.g. mechanic, electrical assembler, plumber)

2.0 Biological Sciences (focus on people* and living things)

- 2.1 Professional (e.g. doctor, dietician, forest ranger, anthropologist)
- 2.2 Technical (e.g. dental assistant, lab technician, medical secretary)
- 2.3 Skilled (e.g. nursery man, rancher, kennel worker)

3.0 Architecture (concern with science and art)

- 3.1 Professional (e.g. architect, civil engineer)
- 3.2 Technical (e.g. architectural draftsman, building contractor)
- 3.3 Skilled (e.g. carpenter, painter, mason, tile setter)

4.0 Arts (concern with beauty and expression)

- 4.1 Professional (e.g. musician, dancer, writer, artist, interior decorator)
- 4.2 Technical (e.g. beautician, photographic assistant)
- 4.3 Skilled (e.g. model, seamstress)

5.0 Symbolic (concern with numbers and symbols)

- 5.1 Professional (e.g. mathematician, computer consultant, accountant)
- 5.2 Technical (e.g. bookkeeper, credit worker)
- 5.3 Skilled (e.g. key punch operator)

6.0 Business (concern with money and distribution of goods)

- 6.1 Professional (e.g. business executive, banker, stock broker, economist)
- 6.2 Technical (e.g. executive secretary, public relations worker, sales manager)
- 6.3 Skilled (e.g. filing clerk, sales clerk, receptionist, delivery man)

7.0 Law and Government (concern with theory and social problems)

- 7.1 Professional (e.g. diplomat, lawyer, political specialist)
- 7.2 Technical (e.g. probation officer, peace corps worker, policeman)
- 7.3 Skilled (e.g. postal clerk, mailman)

8.0 People (concern with helping others directly)

- 8.1 Professional (e.g. teacher, psychologist, journalist, librarian)
- 8.2 Technical (e.g. stewardess, recreation worker)
- 8.3 Skilled (e.g. domestic worker)

*Although such occupations as doctor and nurse do deal directly with people, as in category 8.0, they were placed in 2.0 because they are heavily loaded with scientific content.

9.0 Misc. (Other than listed above)

Evidence of acquiescence in analysis and classification of class data on career choice

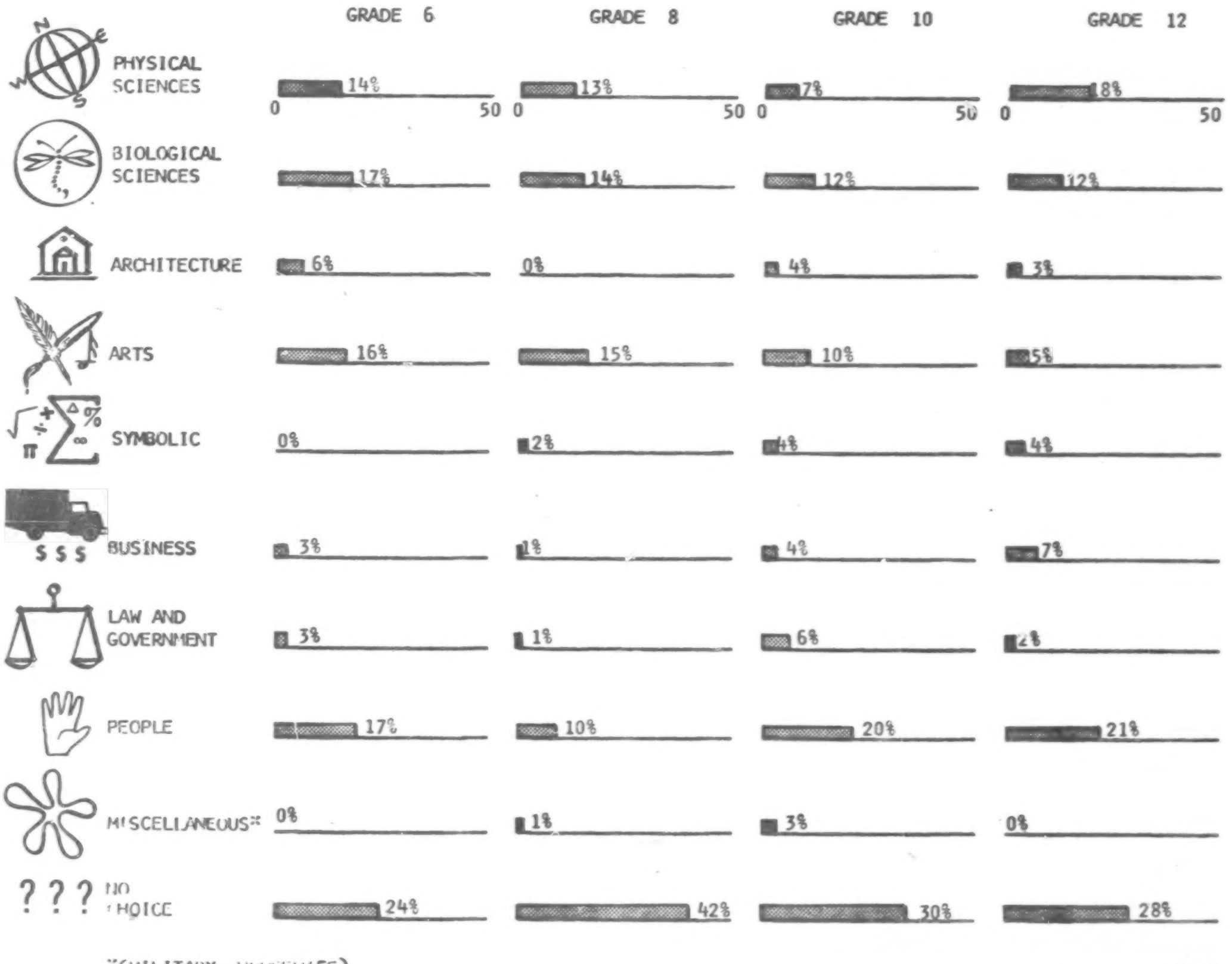
2.1

STUDENTS		Classification of Occupations with Partner Attention Given Task			Class Discussion Participation		
		Great deal	Some	Little or none	Great deal	Some	Little or none

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	"Work again with the student sitting next to you. Use the code in deciding upon both the content and the level of achievement within that field. Write in the career area code number and check whether it is stated in specific or general terms. Total the columns separately for boys and girls. Be prepared to discuss your analyses later in the period." Be sure to go over the example and explanation at the top of the coding sheet. Provide personal assistance if needed. When the students have finished, discuss the totals and conclusions . a general class discussion. Bring out the degree of specificity or vagueness indicated and any sex differences which appear. Help them to arrive inductively at generalizations regarding location of boys' and girls' career choices on the continuum of "things to people." "Now that you have used this classification system, what do you think about it? How many <u>other</u> ways can you think of to classify occupations? Let's see how many unusual classifications you can think of." Share these ideas which come from the students. If some of their ideas appear promising they may be interested in seeing how their own class data fit the formulations. <u>Relationship to developmental tasks or growth needs of learner</u>. Establishing peer groupness and learning to belong Learning to use language to exchange ideas and influence hearers Making finer conceptual distinctions Moving from the concrete to the abstract Developing a scientific approach via relating theoretical formulation to data	Observe for attention to classification task with partner. Record on Eval. II, 2.1. Observe for participation in class discussion. Record on Eval. II, 2.1.
2.2 <u>Willingness to respond</u> (voluntarily looks for, cooperation) <u>Specific behavioral response</u>: Studies data, writes reactions, and participates in discussions.	<u>Methodological considerations</u>. To facilitate the greatest possible success experience for each individual, allow time for individual preparation for group interaction. Encourage independent thinking and structuring by students so as to allow maximum intellectual growth for them and a sense of genuine intellectual accomplishment. <u>Specific practices, plans, or materials</u>. <u>Teacher presentation</u>. Distribute (1) research data graphs which	

BOYS AND GIRLS COMBINED

OCCUPATIONAL FIELDS STUDENTS CHOOSE



*(MILITARY, HOUSEWIFE)

BOYS

GIRLS

OCCUPATIONAL FIELDS STUDENTS CHOOSE

	GRADE 6	GRADE 8	GRADE 10	GRADE 12
PHYSICAL SCIENCES	27%	27%	15%	27%
	5%	0%	0%	3%
BIOLOGICAL SCIENCES	5%	7%	11%	13%
	25%	21%	12%	11%
ARCHITECTURE	11%	0%	9%	5%
	2%	0%	0%	0%
ARTS	5%	7%	6%	0%
	23%	23%	14%	14%
SYMBOLIC	0%	2%	8%	7%
	0%	2%	0%	0%
BUSINESS	3%	2%	2%	7%
	4%	0%	5%	8%
LAW AND GOVERNMENT	8%	2%	6%	3%
	0%	0%	7%	0%
PEOPLE	3%	4%	9%	8%
	27%	14%	31%	40%
MISCELLANEOUS*	0%	2%	6%	0%
	0%	3%	0%	0%
NO CHOICE	38%	47%	28%	30%
	14%	38%	31%	24%

*(MILITARY, HOUSEWIFE)

2 OF 4
ED
010626

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal responses: "I will see how I compare with others, think about the data, and contribute my ideas." Cognitive processes demanded: Analysis Reflection Drawing inferences Divergent thinking	show classifications of youngsters' career choices at different age levels and (2) Individual Student Comment Sheet (II, 2.2) to use in analysis of the graphs. "These graphs should (1) give you some perspective on how your own choice compares with those of other students at different ages and (2) start you thinking about the kinds of career interests boys and girls appear to have. The comment sheet is to be used for writing down any questions that come to your mind as a result of looking at the data. Let your minds go freely when you look at the graphs. Think about what the data might mean. Questions or interesting connections may come to your mind. You may see some implications that ought to be considered. Write your reactions on the comment sheet; you will use them later in small group discussions. This is your time for private individual analysis." After a few moments assign students to work in small groups of 4 or 5 to share their thinking. "Organize yourselves so that each person has an opportunity to share his thinking without interruption before you discuss the ideas presented. Make some interpretations of the data, think about possible implications, and formulate some hunches about the kinds of things which might have influenced the career choices of boys and girls. Prepare, also, to report your group's thinking to the total group. You will be given a summary sheet for recording the group's thinking. Please clip your individual comment sheets to this summary sheet to hand in at the end of the session."	Count the number of questions and comments written on individual comment sheets. Record on Eval. II, 2.2. (If students appear to need peer support, let them analyze graphs in pairs and move directly into use of group discussion sheets.)
	Distribute Group Discussion Summary sheet (II, 2.2) and paper clips after students are located in small groups. After sub-group discussions, call the total group together to share their thinking. Hear reports from each student group. If it is not possible to draw from the students' reports sufficient perspective, the following questions might be asked: (1) Do you see any developmental differences between the two sexes or across the four grade levels? (2) How does the status of career planning appear to change over time? (3) How might you explain some of these findings?	Observe enthusiasm, attentiveness, and participation in group discussions. Record for small group participation on Eval. II, 2.2(a) and for large group participation on Eval. II, 2.2(b).

CLASSIFICATION OF CAREER CHOICES
AT
DIFFERENT AGE LEVELS

Individual Student Comment Sheet

Questions, reactions, and implications you see in the group data:

Signature_____

Group Discussion
Summary Sheet

Topic_____

Signatures of
Group members:

Signature of
Leader:

Recorder:

Ideas:

Evidence of willingness to respond in discussion of class data on career choice

STUDENTS	Ind. Comment Sheets No. of ideas	2.2 Small Group Discussion: Enthusiasm for Sharing Own Ideas — Much	Some	Little	Attention to Others' Ideas — Much	Some	Little	Voluntary Participation — Much	Some	Little	

Evidence of willingness to respond in discussion of class data on career choice

Eval. II
2.2(b)

2.2
Large Group Discussion

STUDENTS	Enthusiasm for Sharing Own Ideas			Attention to Others' Ideas			Voluntary Participation			
	Much	Some	Little	Much	Some	Little	Much	Some	Little	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	(4) What kinds of factors influence youngsters in career planning and cause individual differences to occur?	
	Relationship to developmental tasks or growth needs of learner. Establishing one's self as an independent being Thinking reflectively and in terms of causal relations Establishing peer groupness and learning to belong Using language to exchange ideas	
2.3 Satisfaction in response (enjoys discovering; emotional component, however, can appear at all levels) Specific behavioral response: Enjoys considering past career interests. Possible student attitudinal response: "My past career interests have been...(exciting, stable, interesting, varied, etc.)." Cognitive processes demanded: Recall Analysis Divergent thinking Introspection Reflection	Methodological considerations. Emphasize fun and permissiveness in this assignment. Provide a set for unusualness. Stress the satisfaction that can come from perspective on one's own growth. Specific practices, plans, or materials. Teacher presentation. "We've spent some time considering our current career choices. It can be fun to think about career possibilities we have 'entertained' in the past. First, let's go off into the realm of wild dreams! Probably each of us some place along the line has entertained some secret, perhaps 'wild' career ambition that we didn't really think too seriously about. While I pass out these papers, think about your own past. What were some of the wild careers you've considered? What was intriguing about each one? Fill in Part I of this sheet." Distribute PERSPECTIVE ON PAST CAREER INTERESTS, (II, 2.3). Allow some time for written response. Assist with vocabulary. "Before going on to Part II, let's share some of the "wild ambitions" we have had." Endeavor to make this sharing fun. Try to help them distinguish between the real and fanciful and those possible but not probable. Endeavor to provide support for unusual possibilities, then expand their thinking. "Suppose you didn't have to think about what is real or possible. What would be the most unusual career you could possibly think of? What careers can you think of for which there might be a need but it doesn't appear to exist at present? "Now let's think about how many career possibilities you have	Observe for enjoyment of sharing or listening. Record on Eval. II, 2.3.

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	considered seriously at different ages in the past. Try to think back to the very first career you wanted to follow. Adults often ask youngsters what they want to be when they 'grow up.' What were some of your first responses to this question? Fill out Part II." "After you have finished your list, reflect a bit about what you have put down on this sheet. You may get some cues for better understanding of yourself by answering the questions in Part III. Also, it is rather satisfying to look back at one's own pattern of growth and development, even though you may feel you have a great distance yet to travel, particularly in career planning." Collect papers when completed. Relationship to developmental tasks or growth needs of learner. Accepting one's self as a worthwhile person; reorganizing feelings about self Establishing one's independence Learning to use language to clarify and communicate Moving from concrete to abstract (specific careers to common threads) Making finer conceptual distinctions and thinking reflectively Developing a scientific approach (objectivity about self)	Rate papers for evidence of enjoyment of talking about themselves and pride in their own growth. The amount of discusaion might indicate increased involvement of self. Sort papers into three piles (much, moderate, minimal); record on Eval. II, 2.3.

PERSPECTIVE ON PAST CAREER INTERESTS

I.

Wild Career Ambitions I Have Considered in the Past	What Intrigued Me About Each One

II. Start with your earliest recollections of "what you want to be" and come up to the present.

Approximate Age	Occupation Considered	What Attracted You To It	Why You Changed Your Mind or Discarded This Career Possibility

III. Examine all the career possibilities you have considered or are considering. Is there any <u>common thread</u> running through them? How do these "possibilities" <u>differ</u> from one another? What trends or direction do you see in your development? How do you feel about your own growth and development in this area of career interests? Discuss your conclusions on the back of this sheet.

Signature _____

Evidence of enjoyment and satisfaction in recalling and analyzing career interests

2.3

Sharing of Past and Unusual Career Interests

STUDENTS		Smiles, Appears Happy			Eagerness to Communicate			Uses Humor			Enthusiasm in Voice			Written Analysis of Own Growth Enjoyment & Pride Indicated		
		Much	Some	Little	Much	Some	Little	Much	Some	Little	Very	Some	Little	Much	Some	Little

III. DEVELOPMENTAL PERSPECTIVE ON SELF

III. DEVELOPMENTAL PERSPECTIVE ON SELF

(Individual variation due to heredity, influencing people and events, and early interests)

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Can enumerate some reasons for differences in career interests. Possible student attitudinal response: "Career interests don't just happen; there are some reasons for them." Cognitive processes demanded: Recall Reflection	Methodological considerations. Stress the normalcy of individual differences and indicate that uniqueness is to be valued. Give as examples diverse career interests that were listed on their past career interest sheets. Emphasize some that sound like they would be fun or exciting, perhaps somewhat unusual. Specific practices, plans, or materials. Teacher presentation. "It is very evident from reading your lists of past career interests and what you are considering at the present time that there is a tremendous range of interests within this group. This is to be expected--and appreciated. It would be quite dull if everyone were alike. Individual differences are a part of the reality of life. You have touched upon some of the reasons for differences in career interests by explaining what attracted you to certain careers and why you discarded those interests (if you did). Let's see how many things we can think of and get down in writing that might cause people to have different career interests. Make a list of all the things that occur to you." Distribute paper for lists. Collect when finished. Read aloud the unique ideas from the lists so the group can get a feel for the range of ideas which came from the group. Relationship to developmental tasks or growth needs of the learner. Thinking reflectively and about causal relations Using written language to clarify ideas	Score for number of causative factors given. Sort into three groups for apparent depth of understanding or awareness. Record on Eval. III, 1.1, 1.2, 1.3.
1.2 Willingness to receive (develops tolerance for, gives attention to)	Methodological considerations. It is important to begin to involve students more actively. Looking at data can provide a start, as can a situation in which responsibility is placed upon them to think. If they can formulate hypotheses, for example, they probably are willing to receive new information.	

Eval. III
1.1,1.2,1.3

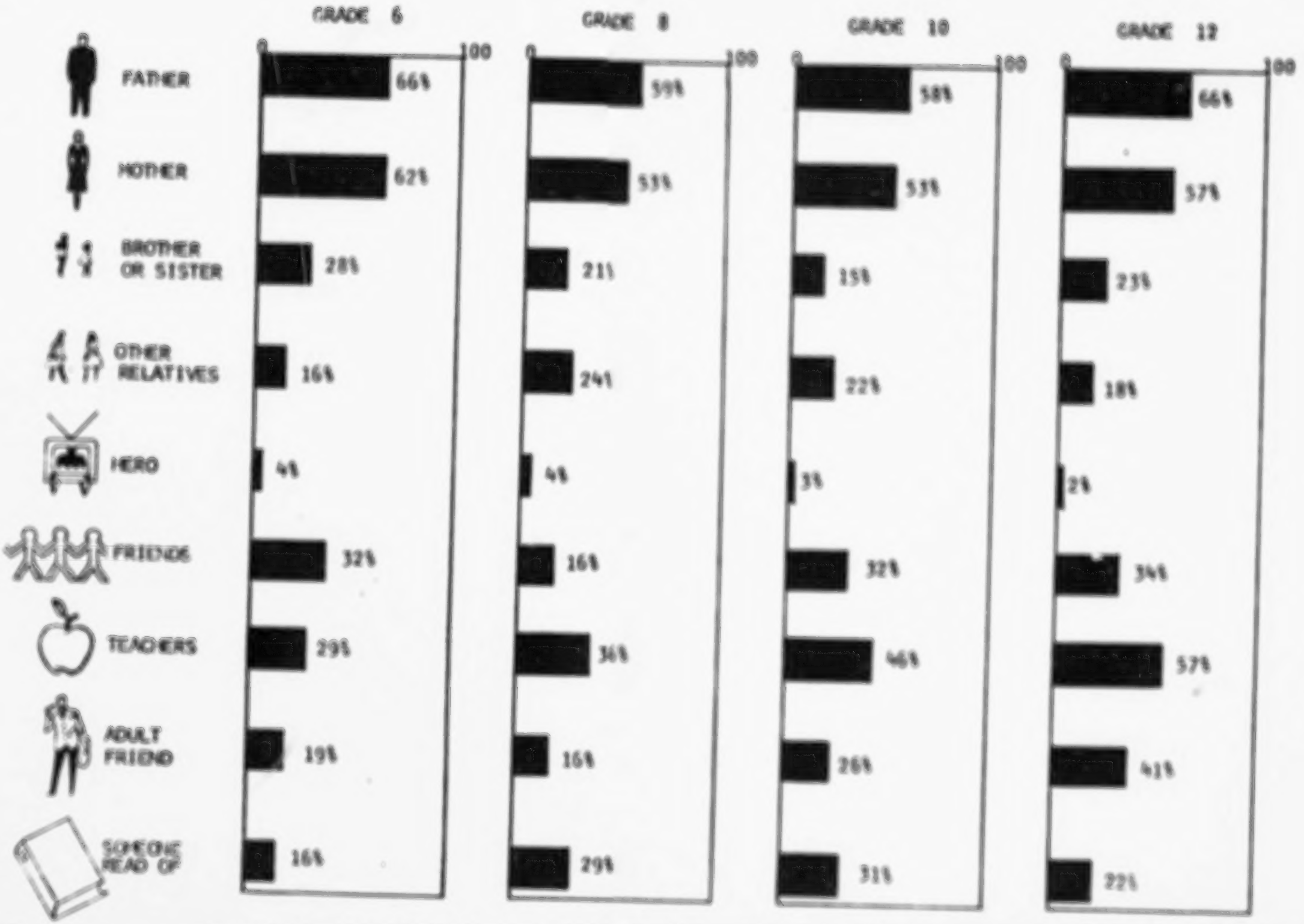
Evidence of awareness, willingness to receive, and controlled or selected relative to causation of differential career interests

STUDENTS		1.1 List of Reasons for Different Career Interests: Depth of Understanding — No. of reasons given	Deep	Some	Little or none	1.2 Class Discussion: Attention & Participation — Actively participates	Listens and watches	Inattentive	1.3 Questionnaire: Care and Completeness — Very	Somewhat	Incomplete	Essay Question (6): Thoughtfulness — Very	Somewhat	Superficial

OBJECTIVE(S)	MEANS OF ELICITING RESPONSE	EVALUATION DESIRED
Specific behavioral response: Listens to or participates in discussion Possible student attitudinal response: "Each person is influenced by many things; I have been influenced by many things." Cognitive processes demanded: Analysis Comprehension Interpretation Hypothesis formation Generalization from previously mentioned specifics	Teacher presentation. Distribute summary graphs of people and events influencing career interests of different ages. "Here are some research findings on other possible influences (taken from the same study) which may give you some additional ideas about how different career interests develop. I'll give you a few moments to think about these graphs, then we will discuss them." After allowing time for looking at graphs, start discussion. "How do you react to these findings? To what extent do people appear to influence young people's career planning (adults, peers, etc.)? Why do you think these people rank as they do? What are differences do you see in them? Why do you think these occur? What are your hunches about major influences on career development?" Such things as heredity, physical characteristics, intelligence, home, school, rewards, punishment, support, society, etc., perhaps will be mentioned. Think of as many examples as possible; emphasize the variety of things which can determine what people are like. Relationship to developmental tasks or growth needs of learner. Doing independent thinking Making finer conceptual distinctions and thinking reflectively Developing a scientific approach (considering multiple causation) or alternate hypotheses Using language to exchange ideas and influence humans	
3.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Completes questionnaire items and answers essay question Possible student attitudinal response: "I am beginning to see some of the things that have influenced me and understand them more clearly."	Methodological considerations. Emphasize the value to this looking at themselves. Take the position that you are providing them an opportunity to do this, that you think it is important, and that you value their judgment. Point interest in self to bring short focus of attention. Specific practices, plans, or strategies. Teacher introduces questionnaire items. "It is important for you to reflect upon how you became what you are, but this, of course, can be kept personal, as far as identifying individuals is concerned in front of the total group. Let's each one focus on himself for a few minutes relative to these some kinds of influences. Here are the same questionnaire items that were used in this research.	Observe for attention to and participation in discussion. Record on Instr. III, 3.1, 3.2, 3.3.

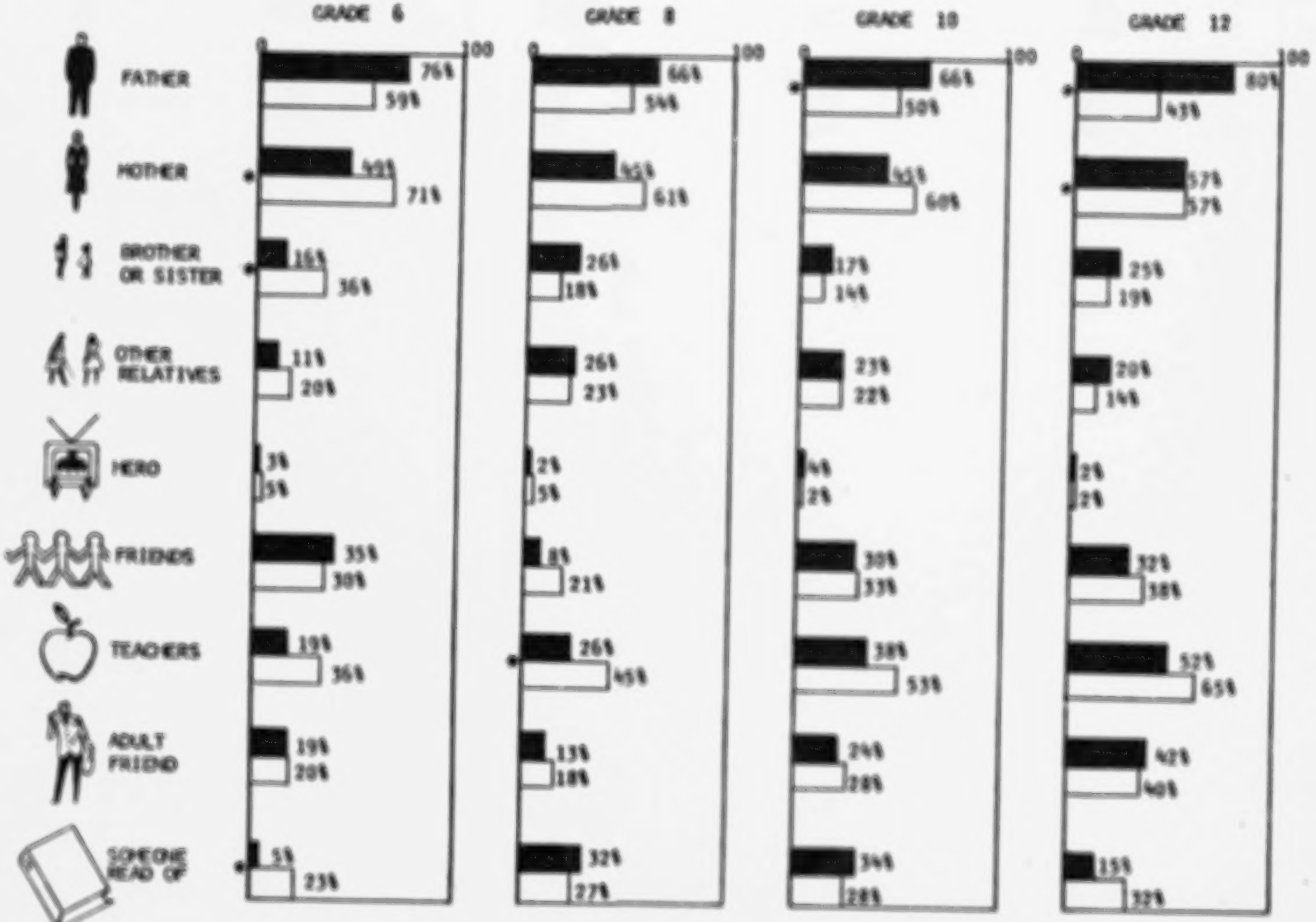
BOYS AND GIRLS COMBINED

PEOPLE STUDENTS FEEL HAVE INFLUENCED THEIR CAREER INTERESTS*



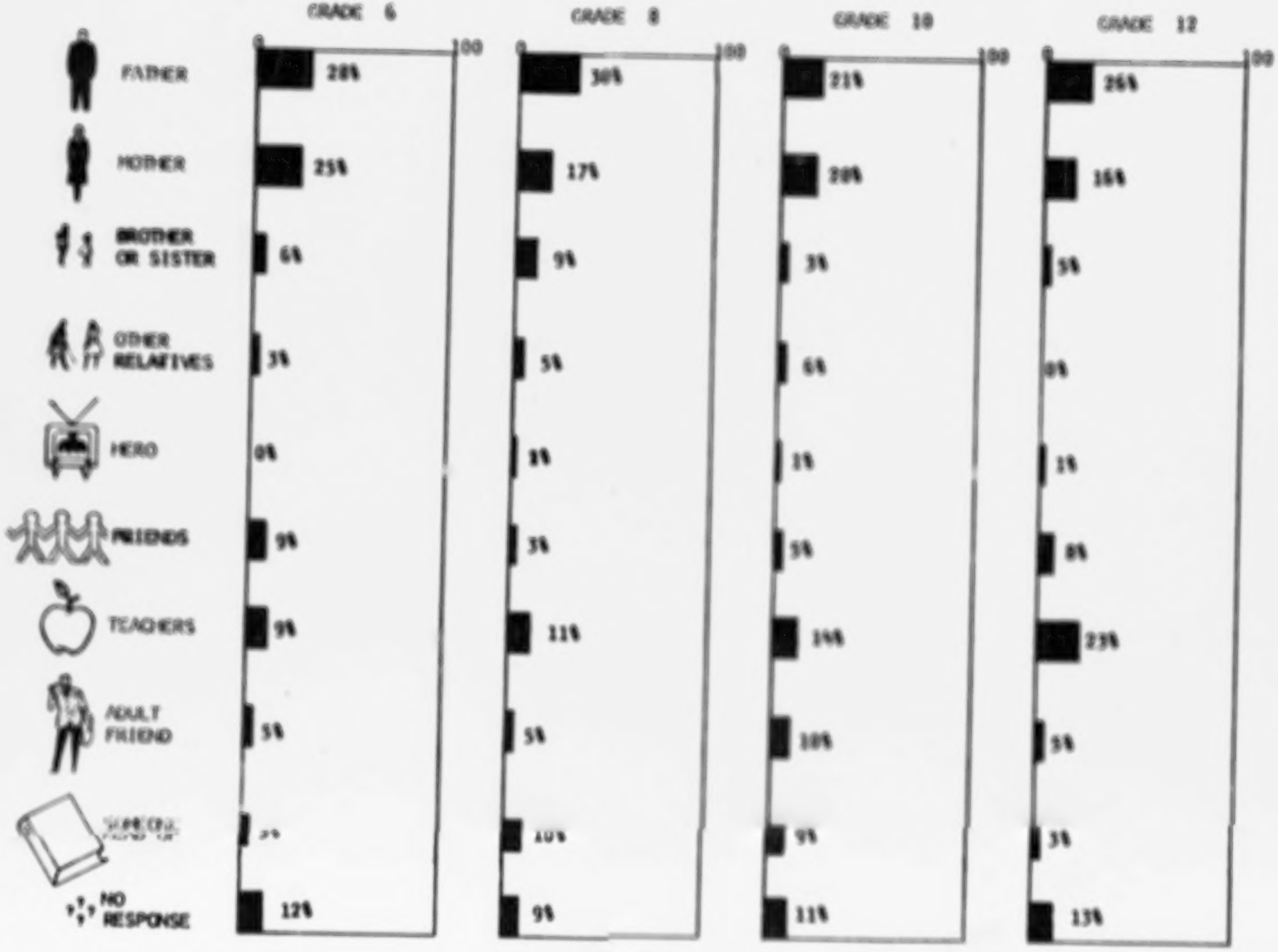
BOYS
GIRLS

PEOPLE STUDENTS FEEL HAVE INFLUENCED THEIR CAREER INTERESTS



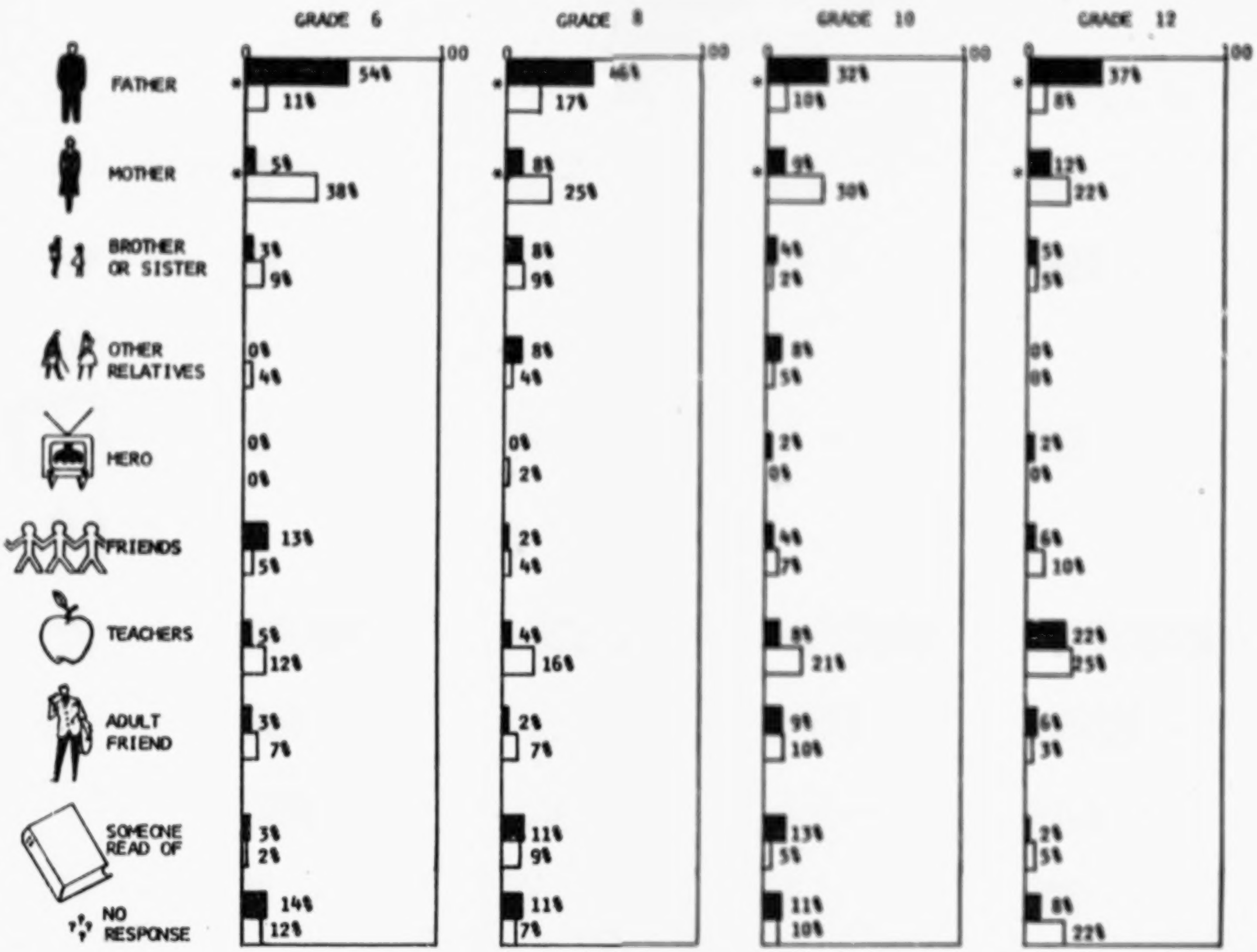
BOYS AND GIRLS COMBINED

PEOPLE STUDENTS FEEL HAVE BEEN THE STRONGEST INFLUENCE ON THEIR CAREER INTERESTS*



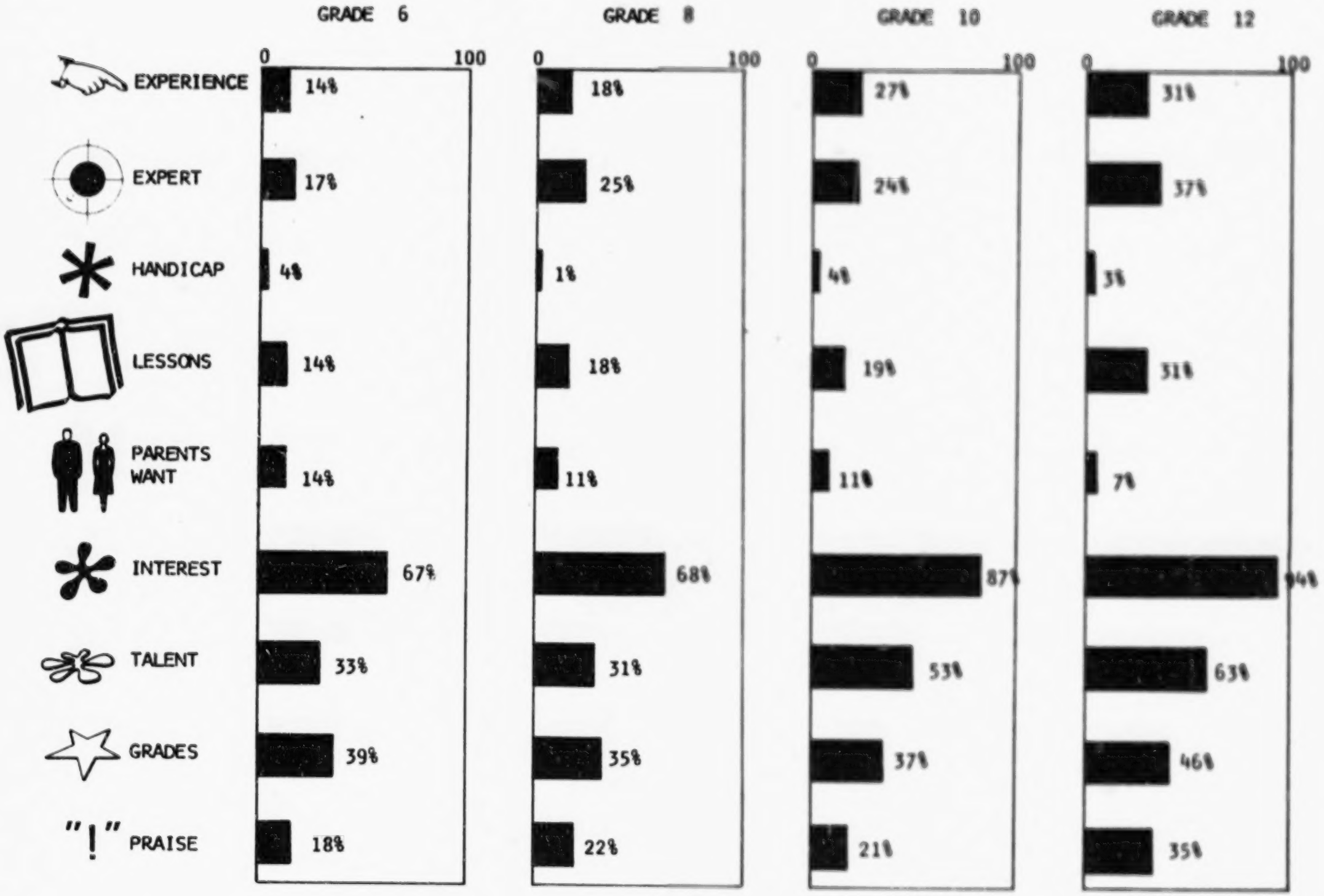
BOYS
GIRLS

PEOPLE STUDENTS FEEL HAVE BEEN THE STRONGEST INFLUENCE ON THEIR CAREER INTERESTS



BOYS AND GIRLS COMBINED

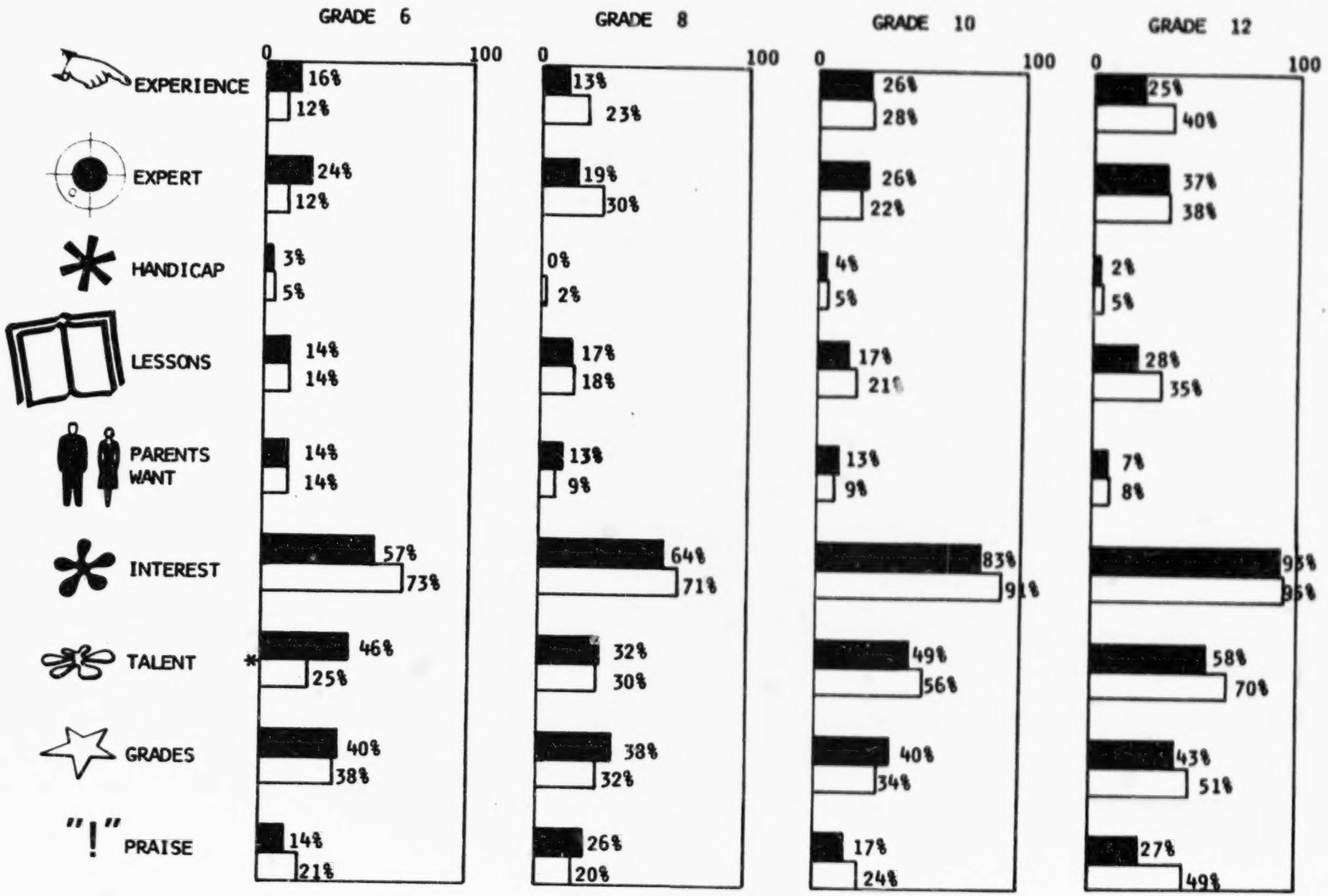
FACTORS STUDENTS FEEL MAY HAVE INFLUENCED THEIR CAREER INTERESTS*



BOYS

GIRLS

FACTORS STUDENTS FEEL MAY HAVE INFLUENCED THEIR CAREER INTERESTS



OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Cognitive processes demanded: Recall Reflection Introspection Organization and structuring of thought	See how you would respond to them. Notice that part of this includes a survey of interests and an essay question. I will share with you the data on interests after you have completed yours. The essay question was not used in the research, but I will respond to you personally in writing on your essay. Distribute questionnaire, CAREER INFLUENCES AND INTERESTS (III, 1.3). Allow time to complete them, then collect. Relationship to developmental tasks or growth needs of learner. Clarifying own world or conceptions of past Thinking reflectively Learning to use written language to exchange ideas	Evaluate papers for care and thoroughness in completing items, then sort them into three piles on basis of thoughtfulness in analyzing their own development. Record on Eval. III. 1.1, 1.2, 1.3.

2.0 RESPONDING (doing something about phenomena besides perceiving (e.g., compliance with rules, developing interest in, actively attending, commitment in a small measure)

2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion) 2.2 Willingness to respond (voluntarily looks for, cooperation) 2.3 Satisfaction in response (enjoys discovering; emotional component, however, can appear at all levels) Specific behavioral response: Participates in large and small group discussions with increasingly active involvement and enjoyment	Methodological considerations. Utilize group interaction (need to relate to peers) to move from acquiescence to willingness to satisfaction. These three affective objectives have been combined in the hope that sustained effort and interaction will bring about gradually increasing involvement. The data on interests as related to career choice will require some time and thought. If students can work through the graphs and find increasing meaning, increased satisfaction should occur. Utilize choice to increase response. Graphs will show sex differences in interests and the relationship of interests to occupational choices with grade levels combined; they will not be easy to interpret. Rather than have all groups analyze all interests, allow them to choose which interests they would like to analyze. Probably those with similar interests or career choice can work together, which should increase satisfaction. Get as lively a discussion going as possible first to motivate them. Specific plans, practices, or materials. Teacher presentation. "We have a challenging and interesting task ahead of us which will require considerable group cooperation. I have research data on all of the interests you just checked. But before we	

Circle one:

Boy Girl

CAREER INFLUENCES AND INTERESTS

(1) What are the occupations of your parents?

Father's work_____ Mother's work_____

Work done by other adults in home (describe)_____

(2) Listed on the right are people who sometimes influence youngsters in career interests.

Check those you feel may have influenced you.

Father	____
Mother	____
Brother or sister	____
Other relatives	____
Movie or TV hero	____
Friends near own age	____
Teachers	____
Adult friend or neighbor	____
Someone read about	____

(3) Circle the number of the one above that you think has been the strongest influence on you.

(4) Check all of the things listed on the right which you think may have influenced your career interest or choice.

Dramatic first-hand experience	____
Close association with an expert	____
Illness or physical handicap	____
Lessons or opportunities for special training	____
Wanting to do what my parents or other adults think is best	____
Personal interest and enjoyment	____
Talent or ability	____
Good grades in certain subjects	____
Praise from teachers or other adults	____

(5) Early interests often are related to what people do later in life. You are to check all the activities you remember enjoying very much at different ages as you were growing up, or that you still enjoy.

It is easiest to first look at each item, then check across the age levels to show about how old you were when you enjoyed them. Leave blank the spaces by things that did not interest you. If you are in 6th grade, check only the first 2 columns. If you are in 8th grade, use only 3 columns. You may check all 4 columns if you are in 10th or 12th grade.

	Grades in School			
	Preschool to 3rd	4th-6th	7th-9th	10th-12th
Playing with cars, trucks, airplanes, go-carts, etc.	___	___	___	___
Playing hopscotch, jacks, jump-rope, etc.	___	___	___	___
Playing quietly indoors	___	___	___	___
Building or constructing things (blocks, erector sets, model planes, cars, etc.)	___	___	___	___
Playing house or with dolls	___	___	___	___
Designing or inventing things	___	___	___	___
Playing nurse or doctor	___	___	___	___
Playing school	___	___	___	___
Playing war, cowboys, Indians, etc.	___	___	___	___
Reading, movies, or TV programs about war, adventure, or exploration	___	___	___	___
Reading, movies, or TV programs about love, romance, or families	___	___	___	___
Discussing or listening to new and exciting ideas	___	___	___	___
Concern with clothes, appearance, and manners	___	___	___	___

	Preschool to 3rd	4th-6th	7th-9th	10th-12th
Active outdoor sports requiring physical skill and energy	____	____	____	____
Writing plays, stories, or poems	____	____	____	____
Collecting, observing, or enjoying nature (insects, rocks, animal life, stars, etc.)	____	____	____	____
Arranging parties or social affairs	____	____	____	____
Planning for future career achievement	____	____	____	____
Learning about people and human relationships	____	____	____	____
Tinkering or experimenting (with radios, electricity, chemistry, motors or other mechanical things, etc.)	____	____	____	____
Learning math or science	____	____	____	____
Sewing or cooking	____	____	____	____
Playing musical instruments, singing, or listening to records	____	____	____	____
Drawing, painting, crafts, etc.	____	____	____	____
Acting, directing, or helping with plays	____	____	____	____
Dreaming of a glamorous and exciting future	____	____	____	____
Others	____	____	____	____
	____	____	____	____

(6) As you reflect back upon your life what do you see as the key influences upon your development up to this point? Some of the items you have checked may give you some hunches.

Signature: _____

Evaluation of increasing responsiveness toward interests as influential factors in career development (acquiescence, willingness, satisfaction)

Eval. III
2.1, 2.2, 2.3

STUDENTS	2.1 Large Group Discussion: Responds when questioned, but does not volunteer	2.1 Large Group Discussion: Offers ideas, hypotheses or positions	2.1 Large Group Discussion: Enjoys (smiles, has happy expression)	2.2 Small Work Groups: Responds when questioned, but does not volunteer	2.2 Small Work Groups: Initiates questions or topics	2.2 Small Work Groups: Offers to help group function	2.2 Small Work Groups: Offers interpretation or hypothesis	2.2 Small Work Groups: Enjoys (smiles, has happy expression)	2.3 Oral Reports: Apparent interest: Much	2.3 Oral Reports: Apparent interest: Some	2.3 Oral Reports: Apparent interest: Little

Discussion procedural resources
"How to begin/carry on to conversation/ask and [illegible]."

Cognitive competence (hypothetic)
Hypothesis formation
Analysis
Drawing conclusions or interpretation
Synthesis and organization

Kinds of discussion questions

Look at these graphs [illegible] one kind of thinking or can do about the relationship of [illegible] to [illegible]. For what reasons do you think [illegible] might [illegible] when you see [illegible] of a variable you eventually might choose? What do you predict about some of the [illegible] you have checked? For what reasons should [illegible] be valued? How do graphs develop interests? Do [illegible] personal hobbies like boys and girls? How might you account for such differences?

Encourage discussion of these and related questions and comments. Refer to hypotheses and hypothesis statements [illegible] students' names to them). When finished, distribute graphs 1[illegible], 2, 3, 4, 5. Explain first that [illegible] of students. Now ask what organizations are [illegible], that is, [illegible] girls, and that the percentages were derived from unequal numbers of boys and girls. For those who can do the computation, actual numbers of boys and girls might be figured for the percentages given for the graph, using the total numbers given. This would be valuable for interpretation of subgroup graph percentages. It would be necessary for the total class to analyze their graph together to [illegible] they see that boys and girls normally appear to differ on some interests.

The graphs [illegible] of students and [illegible] the various occupational fields) are given only in frequencies of boys and girls. These might be converted to percentages to further clarify the influence of differing total numbers on percentages and [illegible] the ratios in one possessing five [illegible]. If competence is beyond some of the students, simply explain the necessary [illegible].

Allow them to help plan the organizational structure for group analysis. They could be grouped by [illegible] interests, by "people-thing" kinds of content [illegible], or on the basis of occupational fields. Try to arrange for them to look at [illegible] or those interests or fields that one of greatest personal concern to each of them.

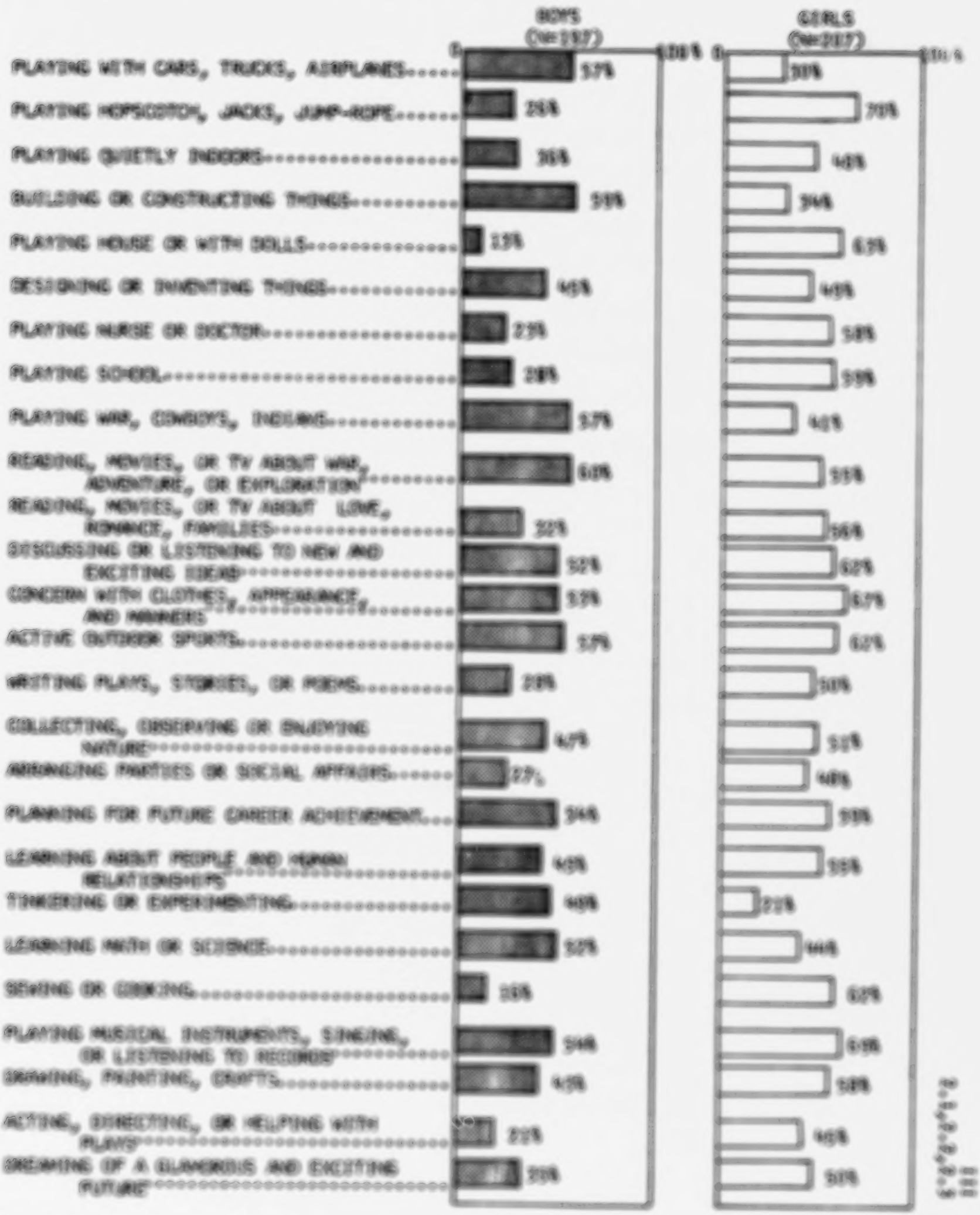
Conduct small group discussions in order to analyze the graphs and check on hypotheses. Have each group prepare a summary in writing.

Discussion for participation in total group discussion. Record on [illegible] 1, 2, 3, 4, 5.

[illegible]	[illegible]	[illegible]
	Here can be handed in after each exercise are given. Include findings relative to hypotheses formulated by group members prior to analysis. Here them focus on themselves and their own interests during real exercise.	
	"During each of the real exercise, think about whether or not you checked this interest and see how you compare with others or different ages who checked this interest. You may be like others or different, since each person is different, but it probably will interest you to see how you compare with them."	Reasons for participation in small group discussions and interest during real exercise. Based on Cook, III, 2.3, 2.4, 2.5.
	Relationship to developmental tasks or growth needs of learner.	
	Forming friendships with peers and satisfying heterosexual relationships	
	[illegible] peer groupings and learning to belong	
	Beginning to identify with one's social contemporaries of same sex	
	Recognizing one's thoughts and feelings about self	
	Learning to use language to exchange ideas or influence one's learning	
	Being more consistent functionally, thinking about causal relations	
	Utilizing scientific approach and handling quantitative data	

PERCENTAGE OF BOYS AND GIRLS

INTERESTS RECALLED BY STUDENTS AT 5TH, 8TH, 10TH, AND 12TH GRADES



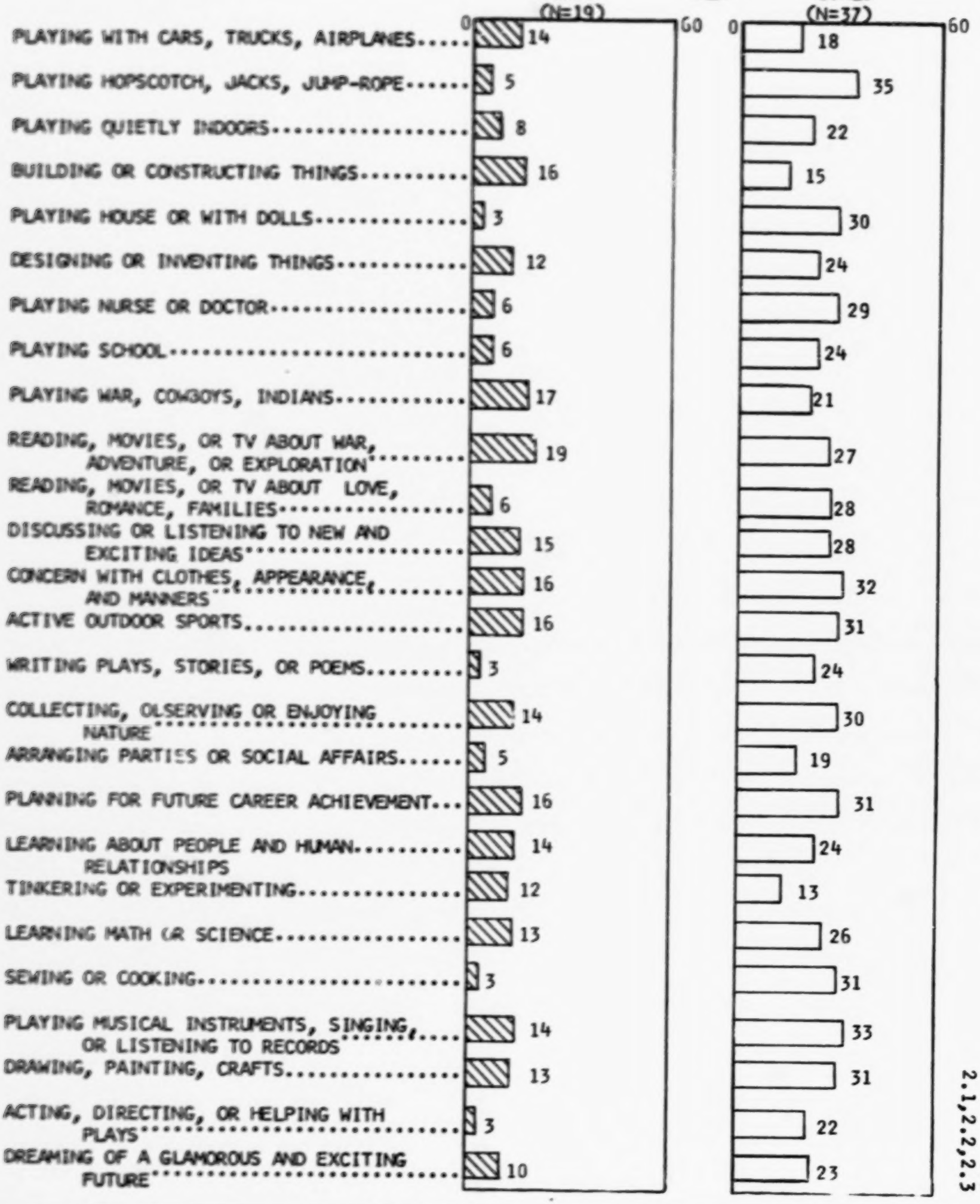
NUMBER OF BOYS AND GIRLS

INTERESTS RECALLED BY STUDENTS WHO CHOSE CAREERS IN THE PHYSICAL SCIENCES

	BOYS (N=47)	GIRLS (N=4)
PLAYING WITH CARS, TRUCKS, AIRPLANES	44	0
PLAYING HOPSCOTCH, JACKS, JUMP-ROPE	23	4
PLAYING QUIETLY INDOORS	32	4
BUILDING OR CONSTRUCTING THINGS	46	2
PLAYING HOUSE OR WITH DOLLS	14	4
DESIGNING OR INVENTING THINGS	38	2
PLAYING NURSE OR DOCTOR	18	2
PLAYING SCHOOL	21	3
PLAYING WAR, COWBOYS, INDIANS	40	1
READING, MOVIES, OR TV ABOUT WAR, ADVENTURE, OR EXPLORATION	39	3
READING, MOVIES, OR TV ABOUT LOVE, ROMANCE, FAMILIES	24	1
DISCUSSING OR LISTENING TO NEW AND EXCITING IDEAS	39	3
CONCERN WITH CLOTHES, APPEARANCE, AND MANNERS	35	3
ACTIVE OUTDOOR SPORTS	40	3
WRITING PLAYS, STORIES, OR POEMS	27	1
COLLECTING, OBSERVING OR ENJOYING NATURE	38	3
ARRANGING PARTIES OR SOCIAL AFFAIRS	20	3
PLANNING FOR FUTURE CAREER ACHIEVEMENT	36	3
LEARNING ABOUT PEOPLE AND HUMAN RELATIONSHIPS	29	2
TINKERING OR EXPERIMENTING	44	2
LEARNING MATH OR SCIENCE	43	3
SEWING OR COOKING	14	3
PLAYING MUSICAL INSTRUMENTS, SINGING, OR LISTENING TO RECORDS	40	4
DRAWING, PAINTING, CRAFTS	34	3
ACTING, DIRECTING, OR HELPING WITH PLAYS	15	3
DREAMING OF A GLAMOROUS AND EXCITING FUTURE	21	2

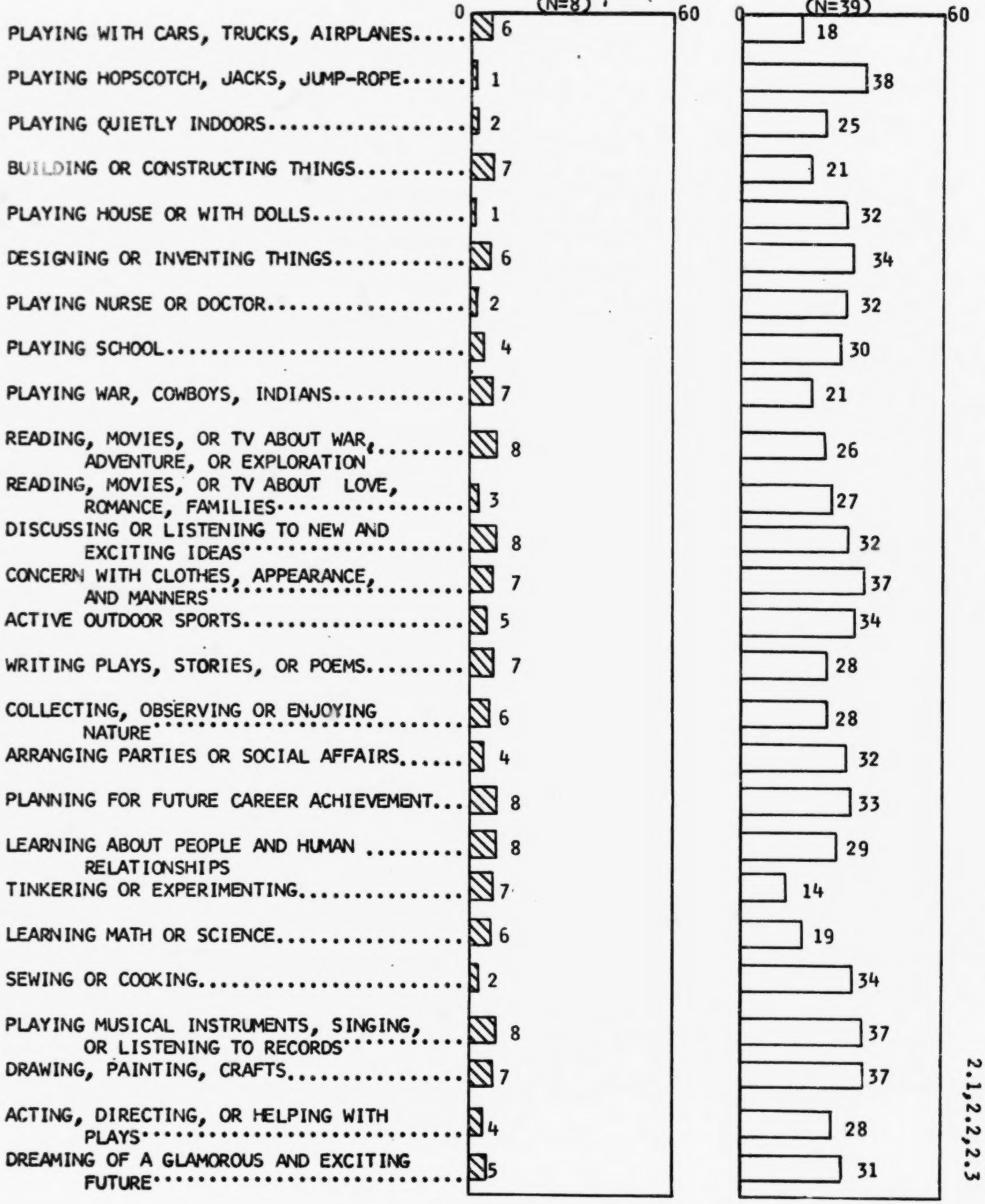
NUMBER OF BOYS AND GIRLS

INTERESTS RECALLED BY STUDENTS WHO CHOOSE CAREERS IN THE BIOLOGICAL SCIENCES



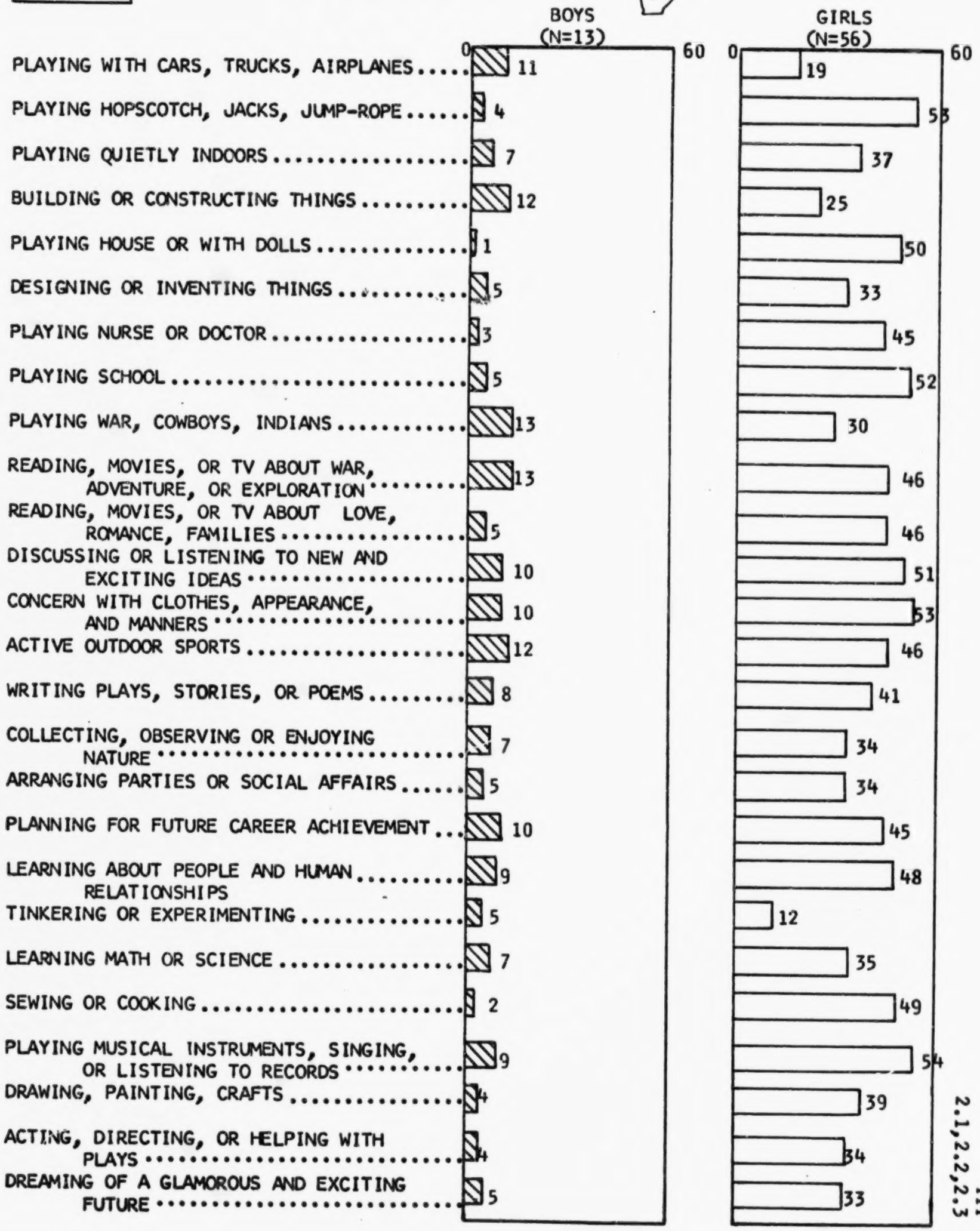
INTERESTS RECALLED BY STUDENTS WHO CHOOSE CAREERS IN THE ARTS

NUMBER OF BOYS AND GIRLS



NUMBER OF BOYS AND GIRLS

INTERESTS RECALLED BY STUDENTS WHO CHOOSE CAREERS DEALING WITH PEOPLE



IV. SELF-CONCEPT

(Important dimensions of self, influencing environmental-situational factors, and self-perceptions)

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OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Affective Classification		
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Listens, recalls, and thinks generally about importance of self-concept. Possible student attitudinal response: "There is a relationship between self-concept and my future life." Cognitive processes demanded: Recall Reflection	Methodological considerations. It is important to impress students with the cruciality of self-concept in their lives and to stimulate appreciation of it. A serious, straightforward approach may be one way to sensitize them to this important variable in their own behavior. Specific practices, plans, or materials. Teacher presentation: "You have considered some past influences on the development of your career interests. These also have influenced how you feel about yourself, which is extremely crucial in determining what you will do with your life--in the goals you set for yourselves and how you go about solving the problems necessary to achieve them. Let me share with you some of the thoughts of a person who has studied young people's career planning; he emphasizes the importance of self-concept." Distribute the reading sheet, SELF-CONCEPT, IV, 1.1. Have the material read aloud and discuss its meaning and implications. Point out that many school drop-outs are characterized by low self-concepts in academic areas. "It seems perfectly logical that, if how people feel about themselves is so very important, time and effort should be given to understanding self-concepts, particularly as you begin to formulate long-range plans and make important curriculum decisions. The self should not be left to chance or ignored; it is crucial in human behavior." "Let's think a moment about why we feel it might be important to concentrate on self-concepts. Each of you is to write briefly about this, starting with the following sentence: It is important to think about self-concept because....." Collect papers.	Use this easy information test to determine extent of awareness after the initial presentation. Record on Eval. IV, 1.1, 1.2 the number of reasons given for thinking about self-concepts and appreciation indicated.

SELF-CONCEPT

The following includes excerpts from and condensation of an essay by Donald E. Super, "Self Concepts in Vocational Development" (Career development; Self-concept theory, Research Monograph Number 4, College Entrance Examination Board, New York, 1963, pp. 1-16).

The occupation makes possible the playing of a role appropriate to the self-concept. In expressing a vocational preference a person puts into occupational terms his idea of the kind of person he is. In entering an occupation he seeks to implement or fulfill a concept of himself. In getting established in an occupation he achieves self actualization. (p. 1)

How does the self-concept affect vocational development?

The individual begins the process of self-concept formation in infancy. He develops a sense of identity as a person distinct from but at the same time resembling others. This exploratory process goes on throughout life. For example, an infant plays with his toes or holds his hand in front of his face to watch the movements of his fingers. The adolescent tries his hand at writing poetry or short stories or admires what he has produced in the shop. Older people who no longer can keep up the pace set at a younger age try out new methods of work to adjust to physical and psychological changes they sense in themselves. The individual explores the self as well as his outside environment.

As the individual develops he begins to conceive of himself as different than others. The small boy, for example, is aware of the fact that he is smaller and weaker than his father and that he is a milk drinker and not a coffee drinker. An adolescent may be aware that he does not talk as much as his friends or dress just as they do.

Boys and girls also identify with others. They observe adult models going about their work in different occupations and some roles appeal to them more than others. They sometimes role-play in order to try out an occupation or behavior, either in imagination or in behavior that can be observed. For example, a small boy who identifies with his father tries to be like him. Later he may bat left-handed because the baseball player with whom he identifies is left-handed. When he gets older he may want to be a physician and takes ninth-grade biology because a physician made him well when he was ill. Role-playing provides a chance to see how valid or sound the concept of oneself as a left-handed baseball player or a biology student preparing to be a physician actually is.

Reality testing is another important part of developing a self-concept. Experiences such as children's play, success or failure in school courses or activities, and part-time employment can strengthen or modify self-concepts and confirm (prove) or contradict (deny) perceptions of self relating to tentative occupational roles. For example, a small boy who builds a raft in play may not keep his interest in ship building as a career if the raft sinks with his weight on it. An algebra course may change a boy's mind about engineering, or successful performance in a school play may lead to enrollment in a school of dramatic arts. Opportunities to learn from actual work also may lead to an understanding that one has characteristics suited for a particular type of work.

Self-concepts become actualized or fulfilled when the individual completes whatever training is needed and moves into the world of work. Getting a job in the field of one's choice and effort converts or changes the self-concept into a reality. Unfortunately, a person who does not succeed in school or in a job of his choice finds his self-concept as a failure confirmed or strengthened. After a series of negative experiences it takes a great deal of re-education to help him develop a positive self-concept and turn it into an occupational reality. Those who seek entrance into the occupational world with self-concepts which are inadequate in vocational terms will have difficulty achieving what they desire. (pp. 11-14)

Evidence of awareness and willingness to receive and consider information about self-concept and dimensions of self relevant to career planning

Eval. IV
1.1,1.2

STUDENTS		1.1 Sentence Completions				1.2 Lists					
		Number of reasons given	Appreciation of Importance of Self-Concept			Range of Dimensions Perceived as Relevant			Statement of Interest		
			Much	Some	Little	Complete	Somewhat complete	Incomplete	Much	Some	Little

Objectives	Kind of guiding concept Relationship to developmental tasks or growth needs of learner: Help children improve in capacity and ability to think and use concepts Help children improve in capacity and ability to think rationally Help children improve in capacity and ability to think critically Help children improve in capacity and ability to think creatively Help children improve in capacity and ability to think reflectively Help children improve in capacity and ability to think scientifically Help children improve in capacity and ability to think logically Help children improve in capacity and ability to think analytically Help children improve in capacity and ability to think synthetically Help children improve in capacity and ability to think evaluatively Help children improve in capacity and ability to think inductively Help children improve in capacity and ability to think deductively	Instructional Basis
5.0 Willingness to receive (develops tolerance for, gives attention to) Specific behavioral responses indicating awareness important to consider Possible student activities/responses "I will think about some specific awareness or skill that should be considered." Cognitive processes involved: Memory Reflection	Methodological considerations. Having confidence in their ability to think of relevant awareness or skill and any success their willingness to receive information in this area. Having an adult indicate interest in comparing their ideas and values (whether) with concepts sufficiently to stimulate attention. Specific practices, plans, or activity: Teacher instructing: Distributes papers. "If you appreciate the important self-concept is to human functioning and values development, you will be interested in thinking about some awareness or skill that are particularly important to values planning. Suppose you were in my position of trying to help young people optimize themselves for long-range values planning. List all the things you feel would be important to consider. I'd like to compare your ideas with mine. Then, write a brief statement indicating how interested you are in finding out more about the self-concept." Subject pupils: Read aloud the different awareness given and have a student record them in a list on the board. If the comparison does not include such awareness as attitude toward school, satisfactions, direction, interests, values, feelings about background (social class or expectancies, memory resources, etc.) ask them in the process of comparing their ideas with the teacher's, have them define any terms used (such as attitude, values, etc.). When the list is completed, discuss why they feel each one is important to values development. Relationship to developmental tasks or growth needs of learner: Use language to express and clarify complex concepts Bring them conceptual distinctions and thinking reflectively Clarifying what could be used against the child's world	In an indication of attention to the assignment given, and links into these plans to indicate range of awareness perceived as relevant to values planning. Record as Goal, IA, I.A, I.A. Just again on basis of interest expressed in finding out more about self-concept. Record as Goal, IA, I.A, I.A.

objectives	level of cognitive activity	evaluative review
5.0 Individual or selected activities (as an alternative to, or result of, attention being paid to reporting or listening activities)	**Psychological considerations.** It is important to create an atmosphere that is non-threatening in order to encourage self-expression, rephrasing the privacy of thoughts about self, stressing the need to communicate with someone who will be non-judgmental, and focusing upon the value in sharing of clarifying thought which may later run to opposition and strictly important.	
	Specific positive, given, or activity: **Teacher instructions.** "Even as you have feelings about self or probably would like to keep some of our thoughts rather private. Maybe you sense self to be just because you and me. I will return any that you write one on a later date so you can reconsider your thinking in the light of other kinds of data. The important thing about writing is that it helps you to clarify your own thinking; this is why the time is being given. Doing this requires that we have complied on a framework or guideline, write a paper on the kind of person I be. Write that as much time as they desire to finish before turning in papers. It may be necessary for me time to duplicate the list as they can be taken home.	
	Relationship to developmental tasks or growth needs of learner: Recognizing feelings about self Using language to express and clarify vague concepts about self Thinking reflectively	
5.0 **Activities.** (Doing something about processes besides perceiving, e.g., responses with value, involving interest in, actively attending, commitment to self) themes)		
5.1 Responses to regarding (abilities, aptitudes, and) interests in activities of behavior, for exercise to appropriate.	**Psychological considerations.** Specific objectives may being the self into some one broad focus. Emphasizing the objectivity of research into any actions behavior about self that might arise from the preceding objectives approved. Curiosity about how others might check the one those should be built up if possible. Be pleased that the four situations are those common to all young people.	
	Specific behavioral response: Checks and compares objectives give and those contained to subscribed.	

Evidence of controlled or selected attention toward self-perceptions

Table IV
p. 3

		Depth of Self-Perceptions Expressed			Quality of Self-Perceptions Expressed		
Students		Deep	Moderate	Superficial	Over-all Positive	Somewhat Neutral	Over-all Negative

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I will check, compare and interpret as instructed." Cognitive processes demanded: Analysis Comparison Interpreting Drawing conclusions	Specific practices, plans, or materials. Teacher instructions. "Perhaps you found in setting your paper that how you feel about yourself can vary from situation to situation. As a result, you may behave differently in different situations. To illustrate this point, check how you feel in the four common situations given you on these sheets. When you have done this I will give you the mean scores for 6th, 8th, 10th, and 12th graders who also checked these adjective pairs so you can compare your responses with theirs." Distribute the four differential-type situation items (IV, 2.1) and explain the procedure of checking only one space for each adjective pair. Explain the concept of mean or average. "As soon as you have finished, raise your hand and I will give you the group scores. Hold your sheets up to the light against the group scores for comparison. Along the two margins summarize how you compare with other young people of different ages. When you have finished checking the adjectives draw some conclusions on the back about (1) any sex differences you may observe regarding self-concepts in these four situations, and (2) how feelings may change with age. Hand in your papers when you are finished." Relationship to developmental tasks or growth needs of learner. Accepting one's self as a unique individual with particular feelings Thinking reflectively Developing scientific approach via data analysis and interpretation	Observe for attention to matching of papers and thoroughness of conclusions. Record on Eval. IV. 2.1, 2.2.
2.2 Willingness to respond (voluntarily looks for, cooperates) Specific behavioral response: Works through hypothetical cases and lists influences on feelings about self.	Methodological considerations. Working through hypothetical cases may help develop a bit more openness to students' own feelings. If there are differences of opinion, capitalize on these to stimulate interest and curiosity about why they might exist. It is possible that such problem analysis might increase awareness of their own opportunities for development and thereby decrease any existing complacency. Specific practices, plans, or materials. Distribute student worksheet which includes questionnaire items on satisfactions derived from the classroom situation with four hypothetical cases attached.	

People have different feelings depending upon where they are. On this page and the next are four different <u>situations</u> (in capital letters). Under each heading are adjectives which describe <u>kinds of feelings</u>. Mark each adjective pair to show how <u>you feel</u> when you are <u>in</u> these situations.

WITH FRIENDS AFTER SCHOOL

	Very	Somewhat	Neither	Somewhat	Very	
confident	_____	_____	_____	_____	_____	unsure
unhappy	_____	_____	_____	_____	_____	happy
curious	_____	_____	_____	_____	_____	incurious
dumb	_____	_____	_____	_____	_____	intelligent
liked	_____	_____	_____	_____	_____	disliked
satisfied	_____	_____	_____	_____	_____	dissatisfied
bored	_____	_____	_____	_____	_____	interested
successful	_____	_____	_____	_____	_____	unsuccessful

ALONE

	Very	Somewhat	Neither	Somewhat	Very	
confident	_____	_____	_____	_____	_____	unsure
unhappy	_____	_____	_____	_____	_____	happy
curious	_____	_____	_____	_____	_____	incurious
dumb	_____	_____	_____	_____	_____	intelligent
liked	_____	_____	_____	_____	_____	disliked
satisfied	_____	_____	_____	_____	_____	dissatisfied
bored	_____	_____	_____	_____	_____	interested
successful	_____	_____	_____	_____	_____	unsuccessful

WITH MY FAMILY

	Very	Somewhat	Neither	Somewhat	Very	
confident	_____	_____	_____	_____	_____	unsure
unhappy	_____	_____	_____	_____	_____	happy
curious	_____	_____	_____	_____	_____	incurious
dumb	_____	_____	_____	_____	_____	intelligent
liked	_____	_____	_____	_____	_____	disliked
satisfied	_____	_____	_____	_____	_____	dissatisfied
bored	_____	_____	_____	_____	_____	interested
successful	_____	_____	_____	_____	_____	unsuccessful

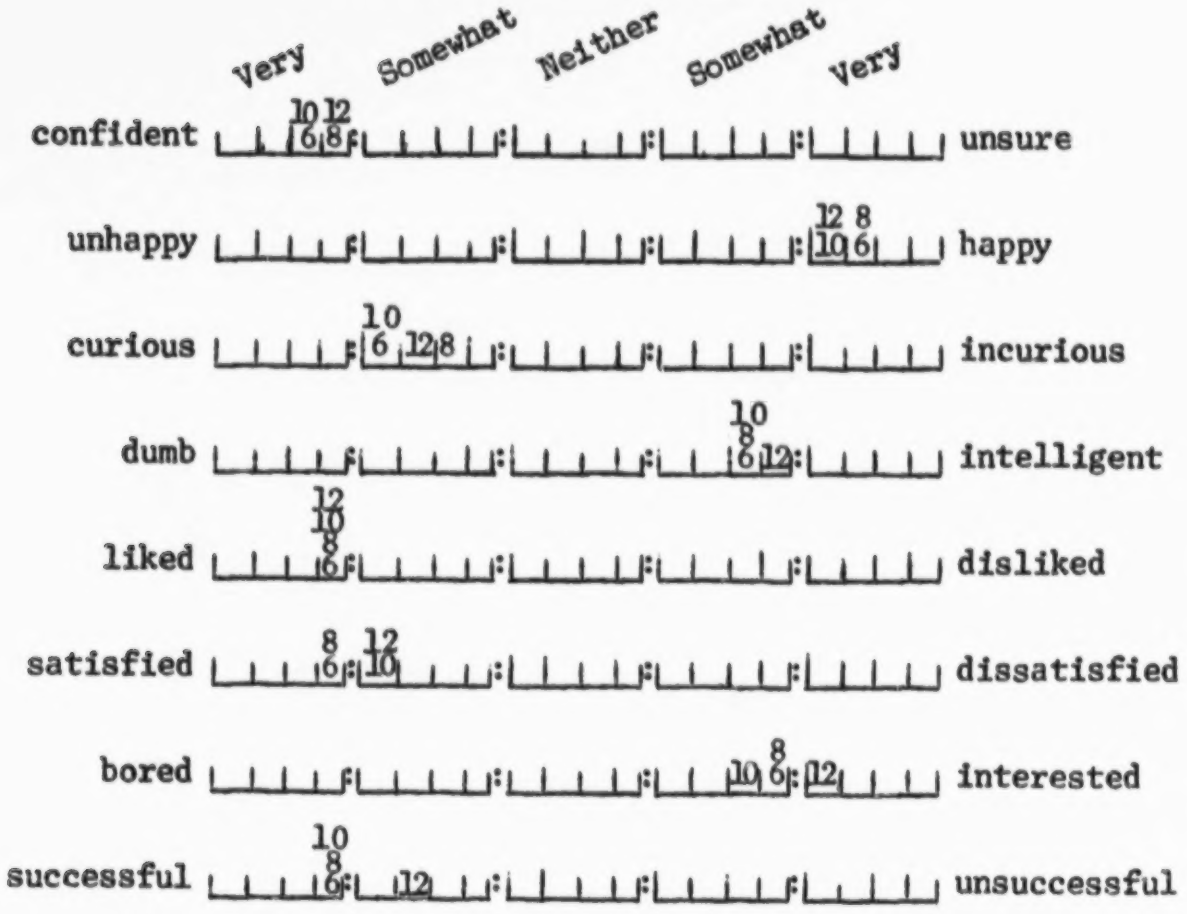
IN THE CLASSROOM

	Very	Somewhat	Neither	Somewhat	Very	
confident	_____	_____	_____	_____	_____	unsure
unhappy	_____	_____	_____	_____	_____	happy
curious	_____	_____	_____	_____	_____	incurious
dumb	_____	_____	_____	_____	_____	intelligent
liked	_____	_____	_____	_____	_____	disliked
satisfied	_____	_____	_____	_____	_____	dissatisfied
bored	_____	_____	_____	_____	_____	interested
successful	_____	_____	_____	_____	_____	unsuccessful

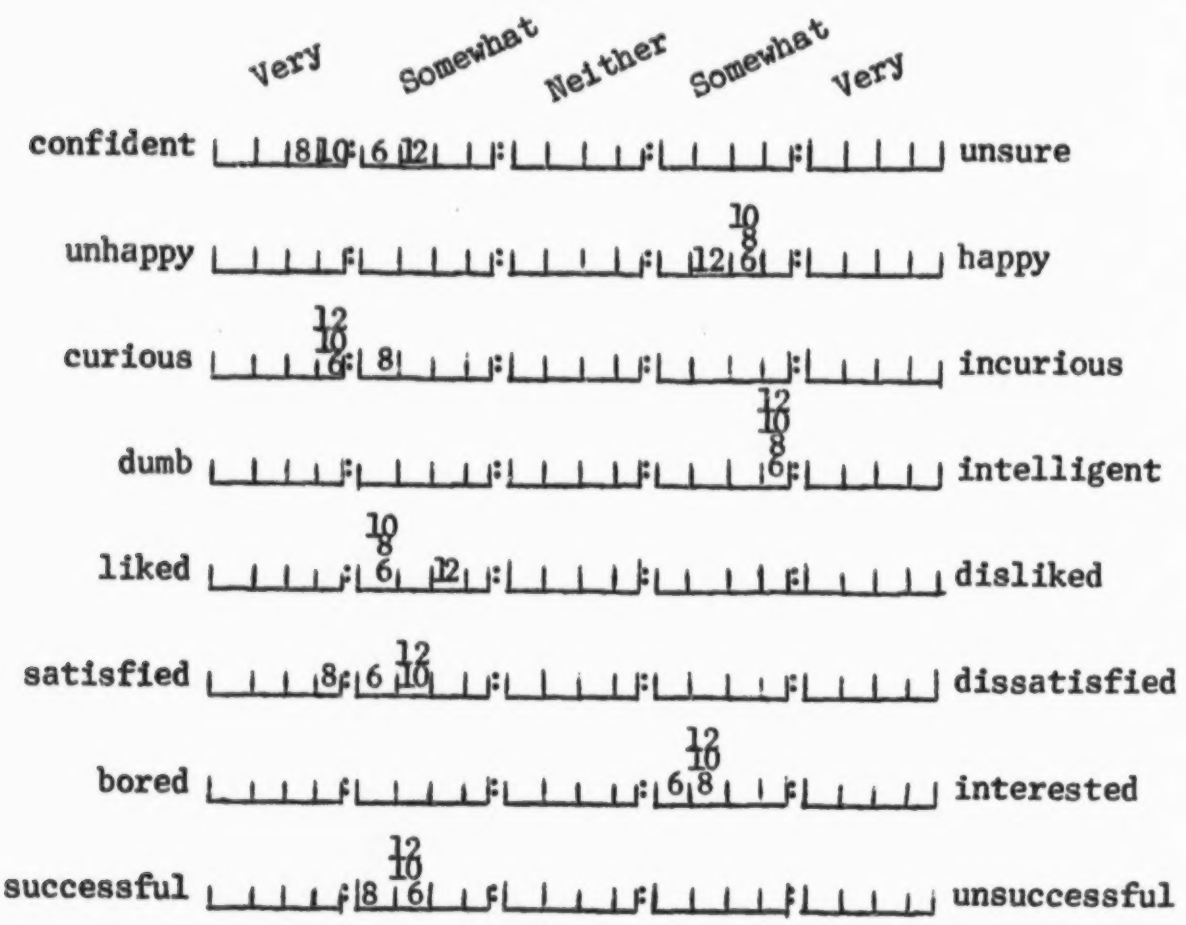
Signature _____

BOYS

WITH FRIENDS AFTER SCHOOL

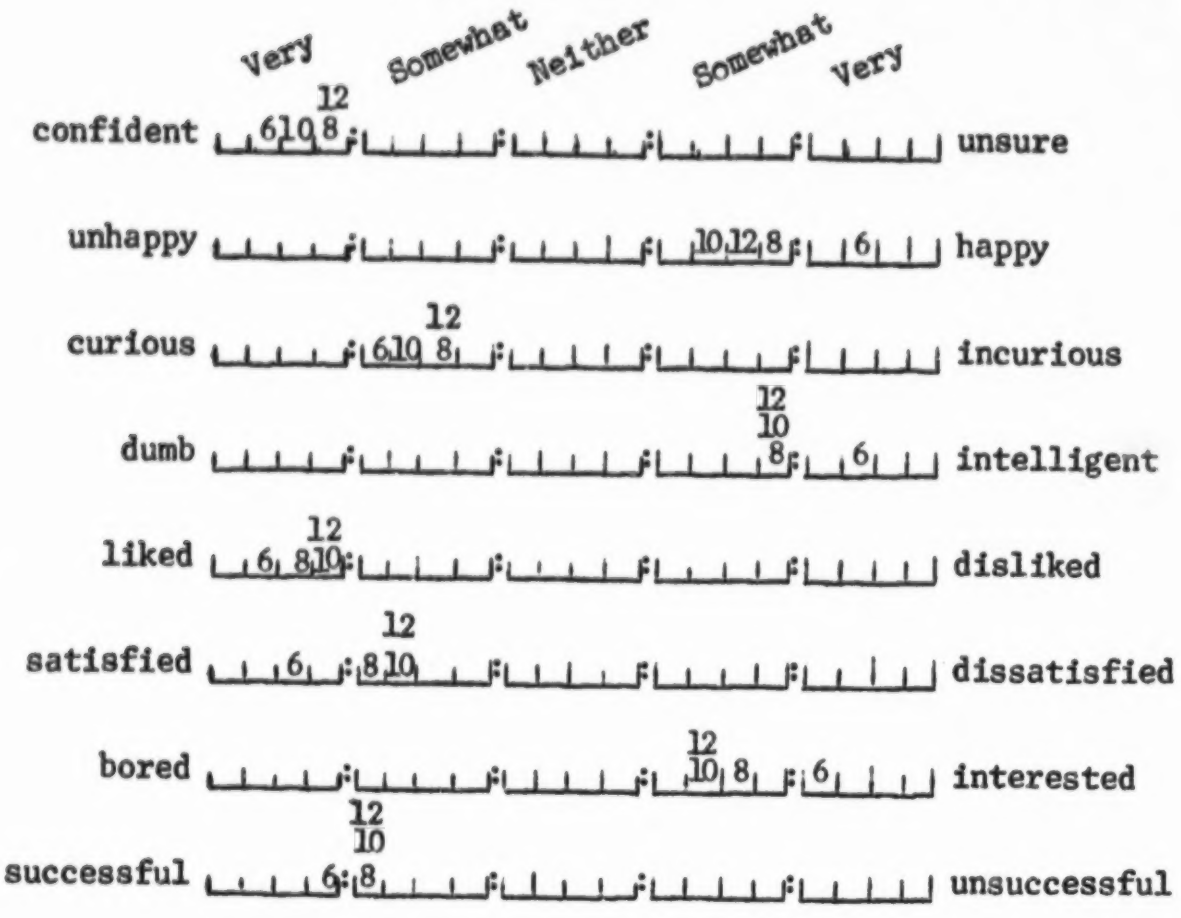


ALONE

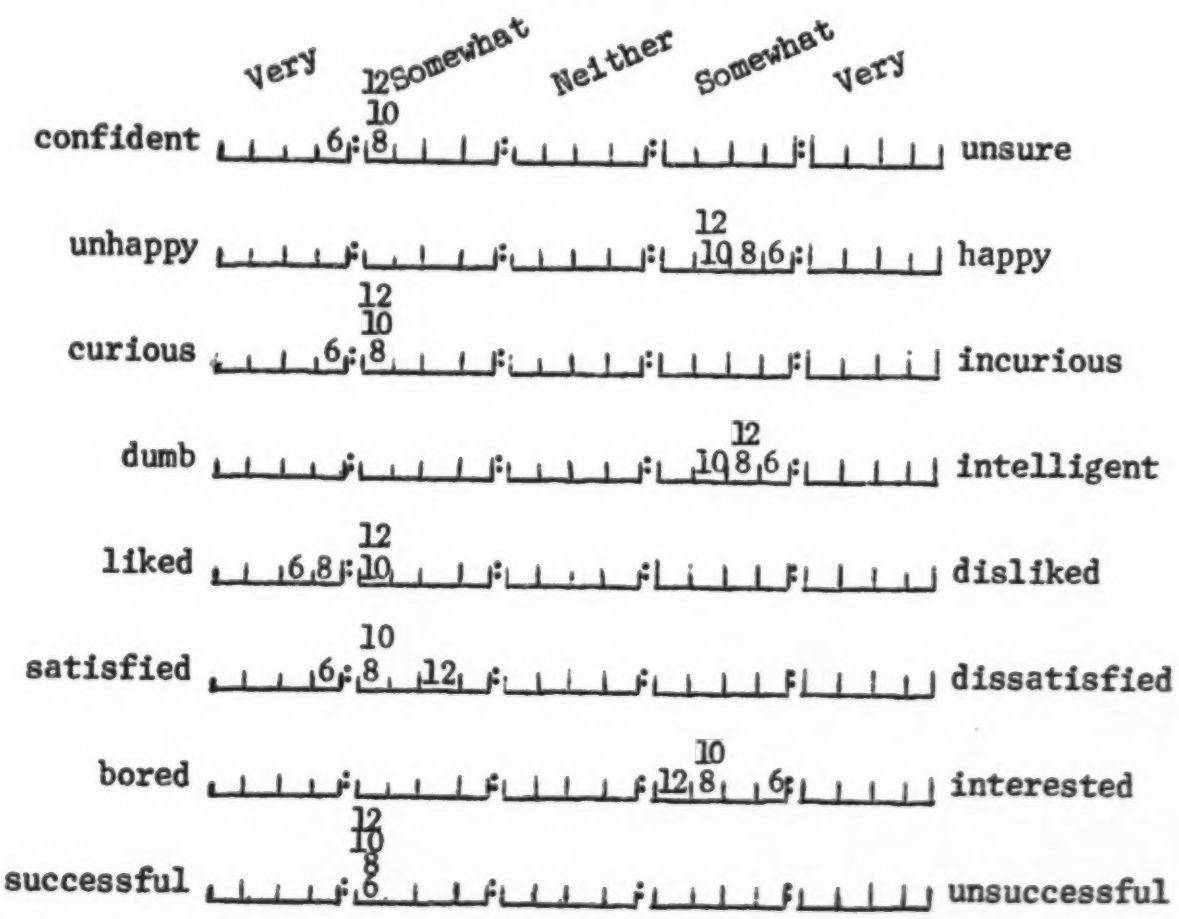


BOYS

WITH MY FAMILY



IN THE CLASSROOM



GIRLS

WITH FRIENDS AFTER SCHOOL

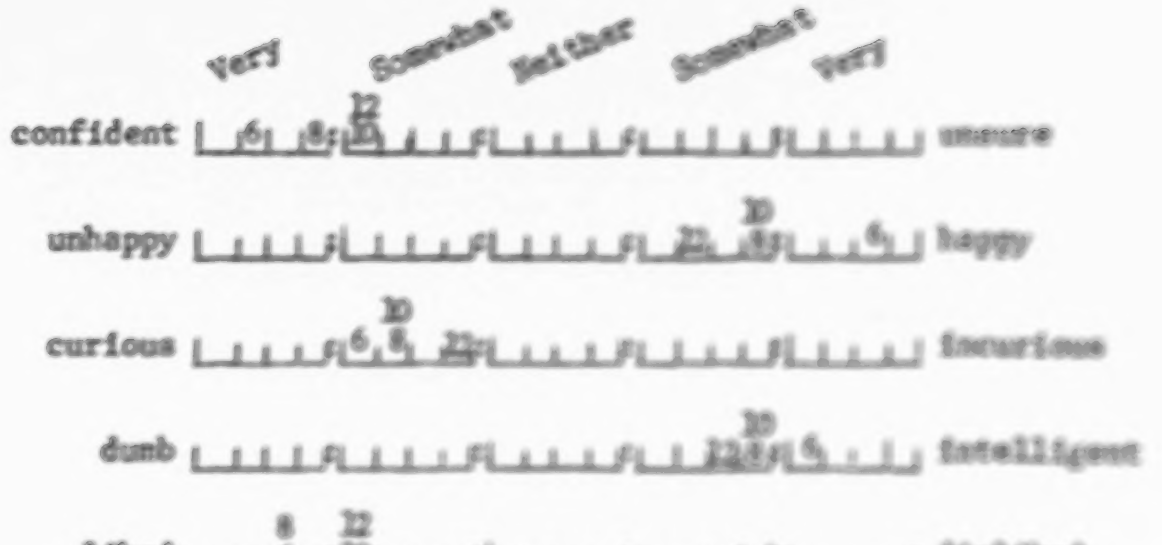
	Very	Somewhat	Neither	Somewhat	Very	
confident	12 8 10 6					unsure
unhappy					12 10 8 6	happy
curious	12 10 6 8					incurious
dumb				10 6 8	12	intelligent
liked	12 8 10	6				disliked
satisfied	12 10 8 6					dissatisfied
bored				6	12 8 10	interested
successful	12 8 6 10					unsuccessful

ALONE

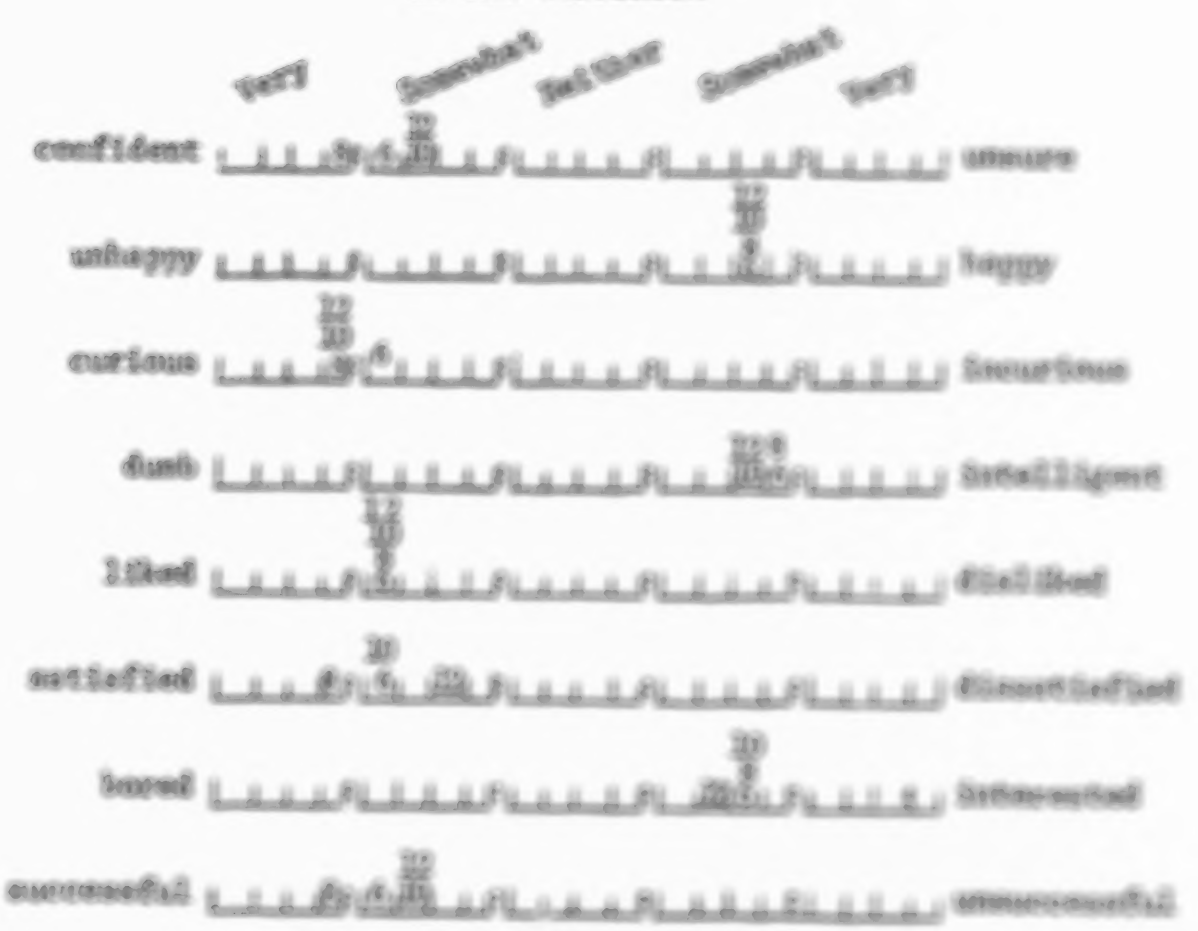
	Very	Somewhat	Neither	Somewhat	Very	
confident	12 6 10 8					unsure
unhappy					12 6 10 8	happy
curious	12	10 8 6				incurious
dumb				10 12 6 8		intelligent
liked		10 8 6 12				disliked
satisfied		12 10 8 6				dissatisfied
bored				10 8 6	12	interested
successful		8 10 6 12				unsuccessful

GIRLS

WITH MY FAMILY



IN THE CLASSROOM



Eval. IV
2.1,2.2

Evidence of acquiescence and willingness to respond to discussion of influences upon self-perceptions

STUDENTS	2.1 Situational Adjective-Pairs: Checking and Analysis Attention			2.1 Situational Adjective-Pairs: Written Conclusions Thoroughness of Interpretation			Discussion of Hypothetical Cases: Cooperative Participation			2.2 Lists for Four Situations: Number of Influences Given				Discussion: Voluntary Participation		
	Much	Some	Little	Much	Some	Little	Much	Some	Little	With Friends	Alone	Family	Classroom	Great deal	Some	Little or none

OBJECTIVES	MEANS OF EFFECTING OBJECTIVES	EVALUATION METHODS
Possible student attitudinal responses: "I will think about these cases and go a bit more deeply into factors that could influence how people feel about themselves." Cognitive processes demanded: Analysis Reflection Evaluative thinking Generalization Synthesis	CLASSROOM SATISFACTIONS (Ps, S.E.) Teacher presentation. "Let's work through some examples of how different people might feel within the same classroom situation. Rank these three items according to how you feel, then rank them as you think the four other individuals described might rank them." Work through these cases together, discussing each one. The following questions might be asked: (1) How irreversible are the self-conceptions such as those which might exist in the cases described? (2) To what extent should these individuals be helped to broaden their self-concepts? Should they become more academically or college-oriented as encouraged in other discussions? (3) What kinds of things might be done to help them conceive of themselves differently? Or should they remain as they are? Distribute and discuss graphs, WHAT CRITERIA WILL BE MOST IMPORTANT TO SCHOOL. Discuss any one or graphs mentioned. "Going over these cases may have given you a little more insight into some of the reasons why people feel differently from themselves to situation. Perhaps if you go just a bit deeper in your own thinking it will help you to understand more fully how conscious the self-concept can be." Distribute FACTORS INFLUENCING SELF-CONCEPTS (Ps, S.E). "Here is a sheet with the same situational headings at the top of each column. List under each one all the things you can think of which might influence how people could feel about themselves in those different situations. Some of you may list the same things, but because your experiences have differed, each of your lists probably will be somewhat unique." Define unique. Allow time for listings, then try to have the many generalizations they can make. "You all have had time to think about this. Now let's reflect a bit about the kinds of things which can represent influences on attitude toward self. How could we summarize the kinds of things we have been considering? Could we group together any of the categories we have listed? Do you see any influences which are similar in any way?"	Reasons for cooperative participation in working through and discussing hypothetical cases. Record on Instr. Ps, S.E, S.E.
		Discuss the number of factors given as evidence of willingness to respond. Record on Instr. Ps, S.E, S.E.
		Reasons for voluntary participation in discussion. Record on Instr. Ps, S.E, S.E.

CLASSROOM ATTRIBUTIONS

Student Work Sheet

SY
S-S

(1) Put the items on the right in order of how satisfying they are to you. Write
a (1) by the one you find most satisfying,
a (2) by the next most satisfying, and
a (3) by the third most satisfying.

Getting good grades . . . . . ____
Being in the center of school activities. ____
Being in a classroom where you really are excited about learning . . . ____

Circle the number of the one above that you feel is most important to you.

What other kinds of things do you consider more important to you right now than these?

(2) Suppose you were the star athlete of the school and most of your effort and attention went toward training. Your aim in life is to become a professional football or baseball player. How would you rank these?

How would you conceive of yourself?

Getting good grades . . . . . ____
Being in the center of school activities . . . . . ____
Being in a classroom where you really are excited about learning. . . . ____

What might seem more important to your self-concept than any of these things?

(3) If you were a girl who never had been well acq
of their own and you were interested primarily
how might you rank these?

behind with any women who enjoyed working outside the home in success
in finding the 'right man,' getting married, and raising a family.

How would you conceive of yourself?

Getting good grades . . . . . ____
Being in the center of school
activities . . . . . ____
Being in a classroom where you
really are excited about learning . . ____

What might seem more important to your self-con
ept than any of these things?

(4) Suppose you had been raised in the slum area of
education, where school activities and learning

large city in an environment that placed little or no value on
provided little satisfaction for you. How might you rank these?

How would you conceive of yourself?

Getting good grades . . . . . ____
Being in the center of school
activities . . . . . ____
Being in a classroom where you
really are excited about learning . . ____

What might you consider as more important for yo
self-esteem?

(5) What if you had been raised in a rural farm area and you intended to take over the farm as soon as you finished high school and not go on to college. How might you rank these?

How would you conceive of yourself

Getting good grades . . . . . ____
Being in the center of school activities . . . . . ____
Being in a classroom where you really are excited about learning . . ____

What kinds of things might you consider as more important for a sense of self-esteem?

Signature: _____

FACTORS INFLUENCING SELF-CONCEPTS

Student Work Sheet

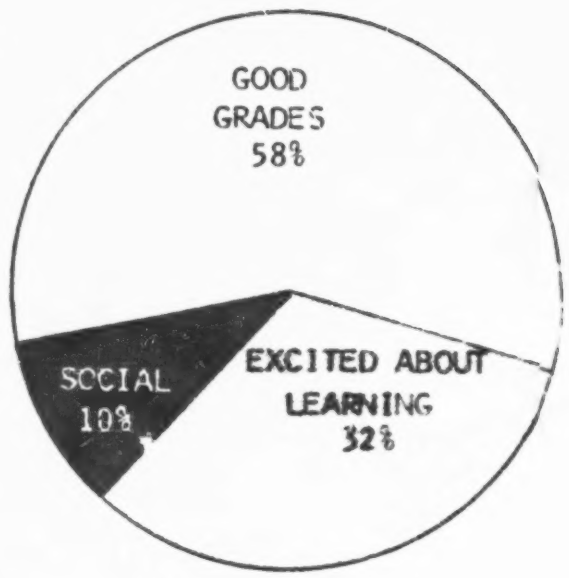
List in each column all the things you can think of which might influence how people feel about themselves in these four different situations.

With Friends after School	Alone	With my Family	In the Classroom

Signature_____

WHAT STUDENTS FEEL IS MOST SATISFYING IN SCHOOL*

GRADE 6



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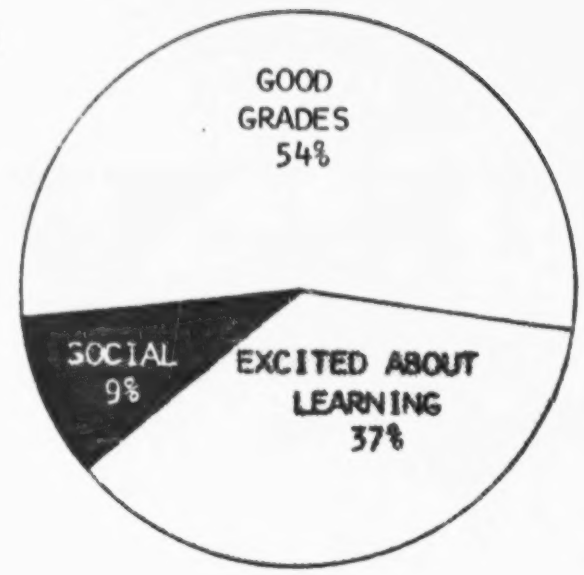

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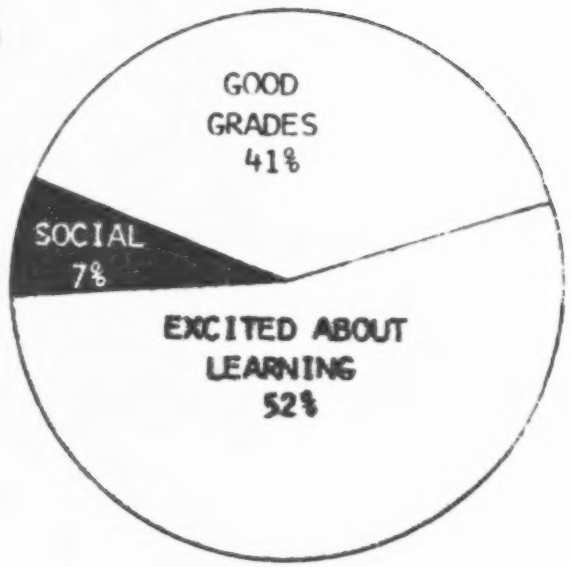
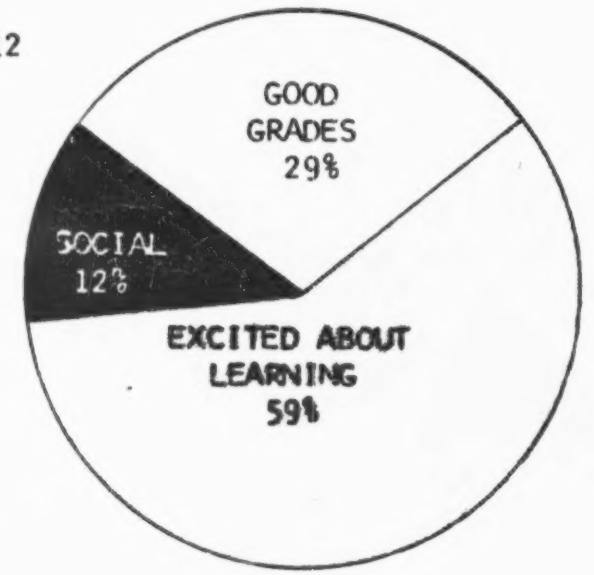


GRADE 12

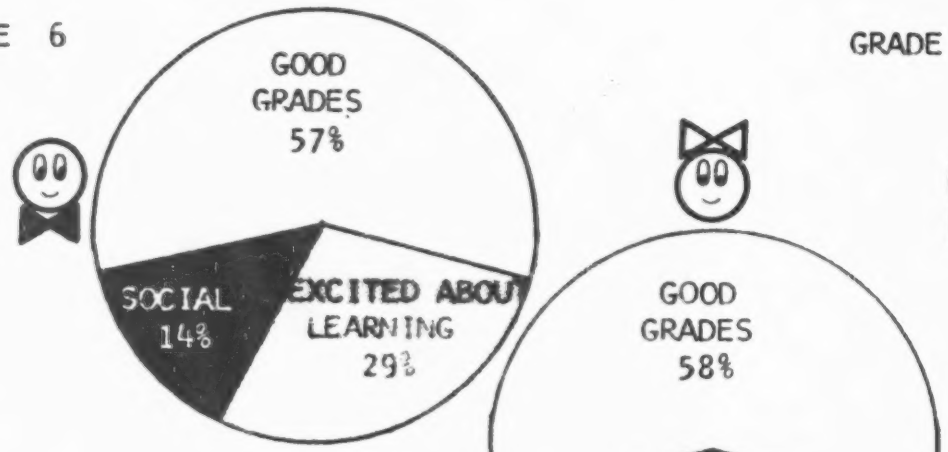


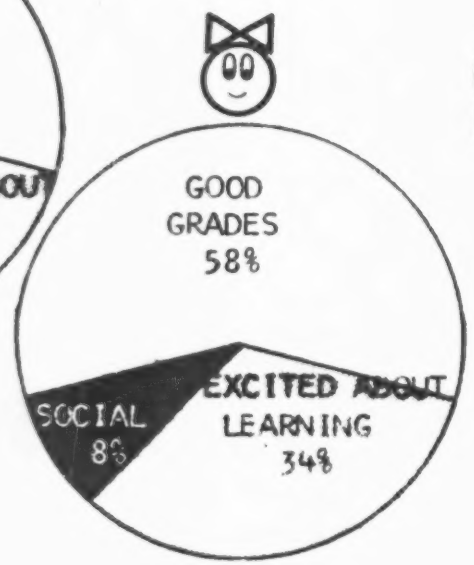
BOYS

GIRLS

WHAT STUDENTS FEEL IS MOST SATISFYING IN SCHOOL

GRADE 6





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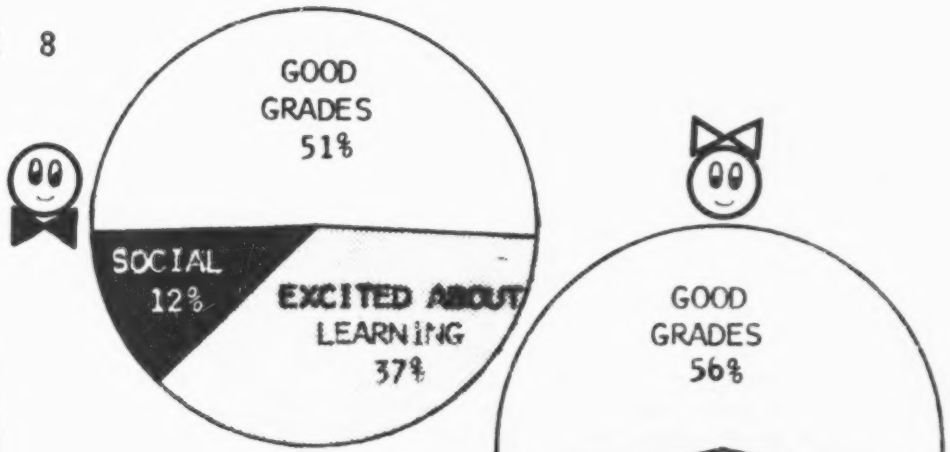

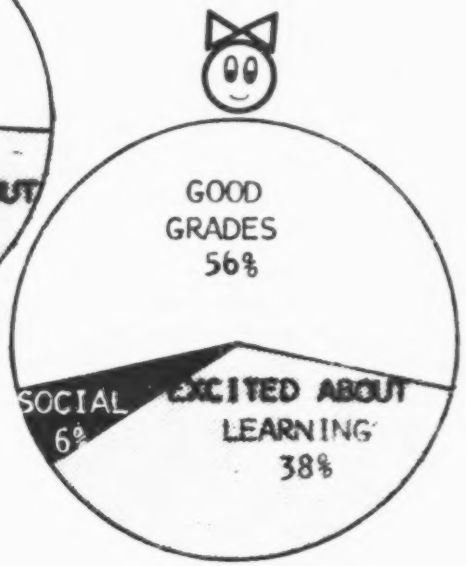

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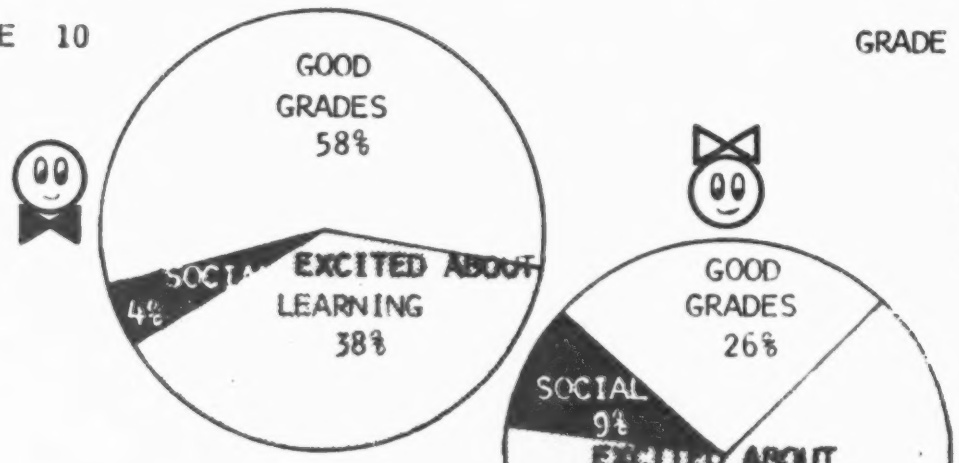
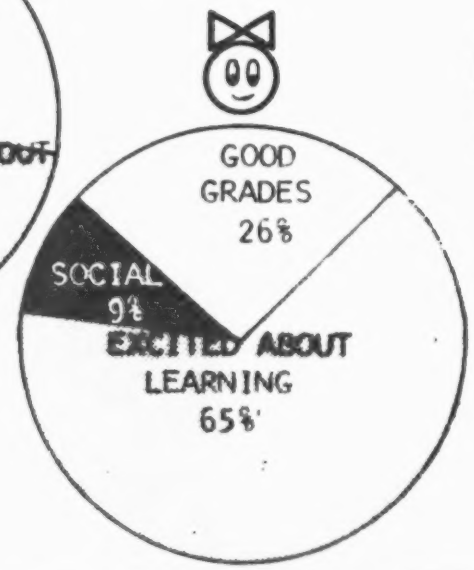
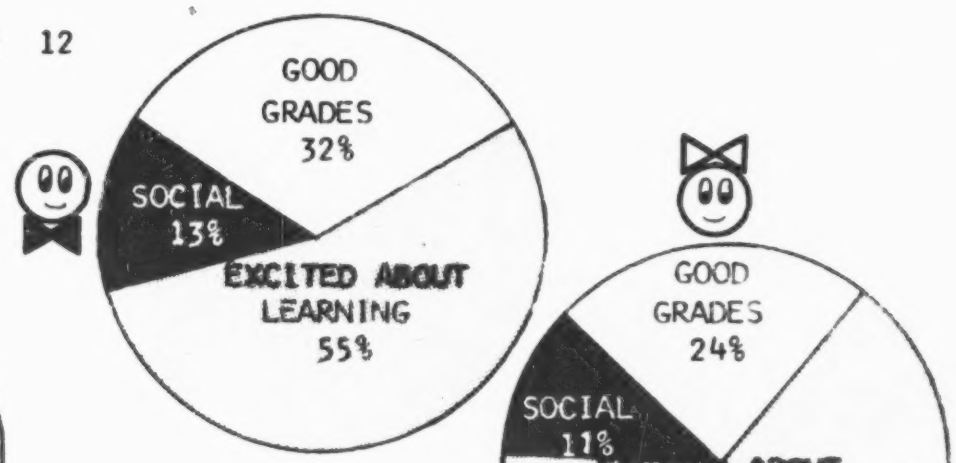
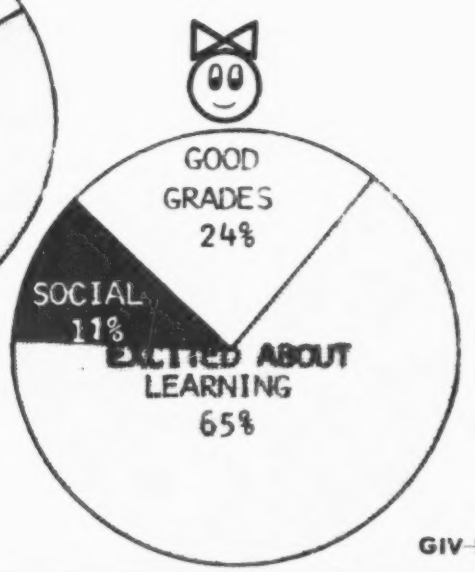




GRADE 12





OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	If they do not bring out the impact of roles, position, status, need, expectancies, atmosphere of security, skills and competencies, the teacher should contribute these to the discussion. Relationship to developmental tasks or growth needs of learner. Making finer conceptual distinctions, thinking in terms of causal relations, moving toward abstraction and high level reasoning Using language to express and clarify complex concepts and to exchange ideas and feelings	
2.3 Satisfaction in response (enjoys discovering; emotional component, however, can appear at all levels) Specific behavioral response: Enjoys recalling and writing about pleasant past experiences Possible student attitudinal response: "I enjoy recalling when I have felt good about myself and trying to understand causes of these good feelings." Cognitive processes demanded: Recall Reflection Analysis	Methodological considerations. If there is a strong need for defense because of feelings of insecurity, shifting the focus to positive experiences may relieve any tensions that could arise. Specific practices, plans, or materials. Teacher instructions. "Some of the things we have talked about lead to feelings of inadequacy and insecurity. Chances are these are things we would tend to avoid. People generally are motivated to do things which make them feel good about themselves. Perhaps we can learn something more about ourselves if we concentrate upon times we have felt really good about ourselves. Write a paper on Times I Have Felt Best about Myself. Try to pin-point what it was that produced these good feelings. Consider, too, how these instances might influence your future." Collect papers when finished. Relationship to developmental tasks or growth needs of learner. Reorganizing one's thoughts and feelings about self Using language to make finer conceptual distinctions, think reflectively, in terms of causal relations, and to communicate ideas Accepting one's self as a worthwhile person	Observe for evidence of enjoyment during writing. Separate papers into range of positive experiences given. Record both on Eval. IV, 2.3.
3.0 VALUING (thing, phenomenon, behavior has worth)		
3.1 Acceptance of a value (ascribing worth to something tentatively, with low level of certainty)	Methodological considerations. Spontaneity of response is important here in order to capture what is foremost in youngsters' attitudes toward themselves. Move quickly into the acitivity.	

Evidence of enjoyment during reflection about self

Eval. IV
2.3

2.3

Essay: Times I Have Felt Best About Myself

STUDENTS		Behavior During Writing			Frequency of Positive Experiences Mentioned		
		Appears to enjoy writing (smiles, happy expression on face)	Little or no overt expression (appears neutral)	Writing appears to be distasteful	Many	Some	None

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Specific behavioral response: Completes sentence with positive affect Possible student verbalized response: "I feel that I_____" Cognitive process demonstrated: Reflection	Specific questions, plans, or activity: Teacher introduction. "We have thought consciously about ourselves from many perspectives. Now let's try a little experiment to discover the direction of our thinking." Distribute blank pieces of paper to students. "I will give you a part of a sentence. You are to write it down, then complete it. You will have two minutes to give the most thoughtful, complete, and penetrating ending you can think of. Ready, begin: I am the kind of person who_____." Relationship to developmental ends or growth needs of learner: Accepting one's self as a unique person Recognizing one's thoughts and feelings about self Using language to clarify positive concepts about self Thinking reflectively	Check sentences for indication of positive self-evaluation. Record on Eval. Pr. 3.1, 3.2.
4.4 Preference for a mild challenge between acceptance and concern, ease and knowledge, person, cards (6) Specific behavioral response: Considers that one believes consciously contains that is desirable Possible student verbalized response: "I seek to be_____." Cognitive processes demonstrated: Analysis Reflection Comparison Evaluative thinking	Methodological considerations. Bringing about direct focus upon what is professed and valued about self is important to create genuine consciousness that there is a direction to their development. Specific questions, plans, or activity: Teacher introduction. "Now that you have written the self-perception that was uppermost in your mind at that precise moment, take a second look at it. Ask yourself several questions. (Have them written on board) (1) Is this characteristic(s) that you would consider one of your greatest assets or good points? (2) Do you like it as a key part of your self-concept? (3) How important do you feel it would be in your future career success? Think quickly about this before we go on to the next thing we are to do." "Now write a second sentence under this one. You still have another minute to complete it. Ready: I would like to become the kind of person who_____." "Look at the two sentences you have written, then write a brief comparison of the quickly stated self-perception of yourself and, ideally, that you would like to be. How much agreement is there between them?"	Check sentences for indication of positive self-evaluation. Record on Eval. Pr. 4.1, 4.2. Check for consistency between "I am_____" and "I would like_____". Mark with + (consistent) or - (inconsistent) on Eval. Pr. 4.1, 4.2.

Evaluation of acceptance and preference for values attributed to milk

Eval. IV
3.4, 3.5

Questions		3.4 Reference Populations: % on the kind of person who...				3.5 Reference Populations: % would like to become the kind of person who...				Correspondence between milk consumption and values	
		Positive application	Negative application	Positive application	Negative application	Positive application	Negative application	Positive application	Negative application	+	-

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	Relationship to developmental tasks or growth needs of learner. Reorganizing one's thoughts and feelings about self Using language to make finer conceptual distinctions, express and clarify complex concepts	
3.3 Commitment (belief with high degree of certainty; loyalty, motivation to act) Specific behavioral response: Considers and circles characteristics intended to be achieved. Possible student attitudinal response: "I intend to work toward possession of particular characteristics." Cognitive processes demanded: Discrimination Analysis Reflection Evaluative thinking Synthesis	Methodological considerations. Asking for their intention to move in a particular direction should cause them to take a stand. If they must provide reasoning to support the position they have taken, it should bring about increased clarification of what they would like to become, which perhaps will increase motivation to act in particular ways. Specific practices, plans, or materials. Teacher instructions: "Gaining this last perspective on self was somewhat like viewing a skeletal framework of outstanding characteristics. Now let's add a little meat to the skeleton by considering some related personality characteristics you would like to possess in most situations. Even though there are many influences upon us, we still have the power of human choice. Since you have some control over what your life becomes, this is a matter to be considered very seriously. You are to make some choices which may further clarify your developing self-concepts." Distribute student work sheet, CHARACTERISTICS I INTEND TO POSSESS (IV, 3.3(a). Words can be read aloud and defined. "Here is a sheet with 4 columns of personality characteristics listed on it. You are to look over all of these adjectives and then do two things. First, circle with red pencil important characteristics you intend to try to possess. Second, with blue pencil mark the characteristics you feel are not quite so important to you, but you will make some effort to develop. Do not circle those characteristics you would not particularly want as part of your self-concept. You may add any adjectives not on the list that are particularly important to you. "When you have completed circling the characteristics you prefer, raise your hand and I will give you a second sheet which will take your thinking a bit farther. Follow the instructions on this very carefully." Discussion may be substituted for writing with some students.	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	Distribute second student work sheet, VALUED CHARACTERISTICS (IV, 3.3(b) individually when first sheet is completed. These demand verbal defense of choices marked with red pencil, and also include three scale items to be used in evaluation. Relationship to developmental tasks or growth needs of learner. Reorganizing one's thoughts and feelings about self Using language to clarify complex concepts about self, make finer conceptual distinctions, understand causal relations, and influence others Formulating a workable belief and value system	Sort papers and score for depth of feelings and compelling argument in the essay portion. Record how items were checked on time span, effort to be expended, and importance attributed to possession of particular characteristics. Record on Eval. IV, 3.3.

CHARACTERISTICS I INTEND TO POSSESS

Student Work Sheet

adventurous
analytical
anxious
aggressive
argumentative
artistic
enduring
curious
capable
industrious
broad interests
not idealistic
conforming
careless
flirtatious
cultured
competitive
complicated
inventive
imaginative
aloof
precise
enthusiastic
accepting of others
not tense

not artistic
dominant
energetic
disorderly
mannerly
impulsive
excitable
power-seeking
content
typical
persevering
dreamy
pleasure-seeking
independent
insensitive
mechanical
not popular
arrogant
thorough
friendly
practical-minded
easy-going
gullible
persuasive

idealistic
poised
intuitive
practical
scholarly
dependent
moody
good leader
satisfied
generous
quiet
intellectual
irritable
idealistic
shrewd
suspicious
helpful
receptive
impractical
relaxed
self-indulgent
tough
reserved
sincere

insecure
responsible
non-conforming
self-confident
sophisticated
unassuming
unusual
trusting
popular
original
status-seeking
stable
tactful
scientific
slow-moving
understanding
witty
rebellious
sweet
sensitive
unoriginal
verbal
striving
naive

Signature_____

VALUED CHARACTERISTICS

Student Work Sheet

Look at the characteristics you have circled with red pencil. Assume that you are going to have to defend these choices in a debate. Explain why you have chosen these particular characteristics. You may wish to combine some of them that seem very much alike in the preparation of your arguments.

(If you need more space for your arguments, continue on back)

Check the spaces below that best show how you feel:

How long have you felt these characteristics were important?

Long time ____
Some time ____
Short time ____

How likely is it that you will continue trying to develop these characteristics?

Very likely ____
Somewhat likely ____
Very unlikely ____

How important is it to you that you possess these characteristics?

Very important ____
Some importance ____
Little importance ____

Signature _____

Evidence of commitment to particular valued characteristics desired as part of self-concept

Eval. IV
3.3

3.3

STUDENTS		Written Defense of Characteristics: Depth of Feeling: Great deal	Depth of Feeling: Some	Depth of Feeling: Little or none	Compelling Argument: Very convincing	Compelling Argument: Somewhat convincing	Compelling Argument: Unconvincing	Rating Scale Items: Time Span: Long time	Time Span: Some time	Time Span: Short time	Effort Likely: Very	Effort Likely: Somewhat	Effort Likely: Unlikely	Importance: Very	Importance: Some	Importance: None

V. OCCUPATIONS

(Relationship of personality characteristics to occupations, tentative choice of "best" career and its suitability. occupational stereotypes, requirements and opportunities related to current career interests)

V. OCCUPATIONS

(Relationship of personality characteristics to occupations, tentative choice of "best" career and its suitability, occupational stereotypes, requirements and opportunities related to current career interests)

V-A. RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO OCCUPATIONS

OBJECTIVES Affective Classification	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination Specific behavioral response Lists characteristics for occupations Possible student attitudinal response: "I have some notion of characteristics being related to occupations." Cognitive processes demanded: Recall Reflection	Methodological considerations. It is important to shift the emphasis from perception of students' own characteristics to those they see as related to particular jobs, both to broaden the focus and to relieve possible tensions from direct focus on self. Specific practices, plans, or materials. Teacher instruction. "Now that we have considered ourselves as individuals and understand some possible influences on our development, let's look at the relationship between personality characteristics and occupations." Distribute student work sheet PERCEIVED RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO SELECTED OCCUPATIONS (V-A, 1.1) with selected occupations on the left and space for them to give key personality characteristics they associate with each one on the right. "According to what you know about these occupations, list opposite each one the characteristics you feel would be most important to success in that kind of work." Relationship to developmental tasks or growth needs of learner. Making finer conceptual distinctions and thinking reflectively	Separate into three piles according to number of perceptions listed for (most) occupations. Record on Eval. V-A, 1.1, 1.2, 1.3. For further indications of awareness, after student work sheet (V-A, 1.2) is completed, separate into three piles for amount of agreement between own perceptions and findings of research. Record on Eval. V-A, 1.1, 1.2, 1.3 as indication of accuracy of awareness.
1.2 Willingness to receive (develops tolerance for, gives attention to)	Methodological considerations. Looking at research data may provide awareness of their own images and that there are some distinct relationships between career and personality. It may cause them to wonder	

PERCEIVED RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO SELECTED OCCUPATIONS

V-A
1.1

Student Work Sheet

For each occupation given on the left, list as many important characteristics as you can. Think in terms of someone who is very creative, competent, or successful in each of the fields listed.

OCCUPATIONS	PERSONALITY CHARACTERISTICS YOU FEEL PEOPLE IN THESE OCCUPATIONS HAVE
Architect	
Social worker	
Physicist	
Anthropologist	
Business executive	
Interior decorator	
Salesman	
Engineer	
Secretary	
Artist	
Industrial scientist or technologist	
Teacher	
Natural scientist	
Creative writer	
Doctor	
Psychologist	

Signature _____

Evidence of awareness, willingness to receive and controlled or selected attention in relating personality characteristics to occupations

Eval. V-A
1.1,1.2,1.3

	1.1 Listing of Characteristics Related to Occupations						1.2 Comparison of Research Data with Own Listing						1.3 Questionnaire		
	Number of Perceptions (for most)			Amount of Agreement with Research			Amount of Interest						Completes items		
STUDENTS	Many	Some	Few	Great deal	Some	Very little	High	Quite a bit	Some	Little	None		Yes	No	Number of characteristics added to list

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Specific behavioral response: Compares data with own work sheet. Possible student attitudinal response: "I will see how my own thinking compares with research findings." Cognitive processes demanded: Analysis Comparison	about the characteristics associated with their own tentative career choice. Specific practices, plans, or materials. Teacher introduction. "Now that you have put in writing your own perceptions, you will have a chance to compare your thinking with some research findings." Distribute student work sheet RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO SELECTED OCCUPATIONS AS DESCRIBED BY HOLLAND (V-B, 1.3), and read instructions aloud. "Follow these instructions in comparing the paper you just completed with this sheet. Hand both papers in when you are finished." Relationship to developmental tasks or growth needs of learner. Developing a scientific approach	Record on Eval. V-B, 1.3, 1.2, 1.3 the amount of interest indicated by the student on worksheet V-B, 1.2.
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Makes a tentative occupational choice and considers own characteristics related to this choice. Possible student attitudinal response: "I will first see how my own characteristics in relation to a tentative choice." Cognitive processes demanded: Analysis Reflection Evaluative thinking	Methodological considerations. After thinking about occupations in general attention can be turned to their own tentative career choice and the kinds of personality characteristics they feel make this appropriate for them. Specific practices, plans, or materials. Teacher introduction. Distribute questionnaire MINNESOTA OCCUPATIONAL ORDER AND RELATED PERSONALITY CHARACTERISTICS (V-B, 1.3). "Based upon how you see yourself and career possibilities you have considered, plus all the other data we have discussed, make a tentative decision about the kind of work you feel would be best for you." Relationship to developmental tasks or growth needs of learner. Establishing one's self as an independent individual Reorganizing one's thoughts and feelings about self Understanding causal relations	Check the completion of questionnaire items and record the number of personality characteristics added to the list on Eval. V-B, 1.3, 1.2, 1.3.

V-A
1-2

RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO SELECTED OCCUPATIONS AS INDICATED BY RESEARCH

Student Work Sheet

It often is assumed that there are close relationships between the work people do and their personality characteristics and behaviors. Some research studies do show that there are connections, but the exact nature of the relationships and their causes is not known. Much more research needs to be done.

Some of the difficulties in research of this type can be explained. Many occupational groups have not yet been studied. Studies that have been made at times have involved only very small groups. It is a risk to say that what is found in a small group would apply to all people in similar groups. Besides, there are many different types of work which require different skills and abilities within each field. Although when groups from various occupations are compared definite differences do appear, there always are some individuals who do not fit the general patterns for that group. In addition, some kinds of work do not seem to require any special characteristics. Perhaps people with very unusual characteristics would not be attracted to work of these types. Studies often are done on students in training for an occupation, rather than on adults who actually are doing the work. Students, of course, may change their minds and not actually go into that line of work.

Even though much research is needed in this area it is important for young people to become aware of the fact that there are some connections between personality characteristics and occupational choices and to begin to look for relationships of this kind. It also must be kept in mind that many other things besides personality influence people's decisions, such as money for training, opportunities, abilities, and past experiences.

Keeping in mind the above cautions, compare the list of characteristics you made for each of the occupations listed on the next page. There are brief summaries of personality characteristics which have been found to be related to just a few of the occupations you have thought about.

You are to circle any of the characteristics you listed on your own sheet. Even though the words used may be slightly different, if you feel they mean the same thing, circle them. This will give you a chance to check on your own thinking.

OCCUPATIONS	RELATED CHARACTERISTICS
Highly creative architects	Independent and gentle in work habits; flexible and avoid authoritarian work; feel they are sensitive to form and beauty; think of themselves as imaginative and unconcerned to conventional work and striving for creative solutions to difficult problems; satisfied only with solutions which are original and satisfy their own high standards; spontaneous, direct, and self-accepting; possess a strong sense of destiny about their career.
Psychologists	Tend to be somewhat dependent, great sensitivity to and strong interest in people; tendency some feelings of unhappiness; tend to avoid people who demand unpredictable closeness.
Anthropologists	Same as psychologists
Physicists	Great intellectual and emotional energy, often are to be self-controlled, fairly independent in personal relationships
Creative industrial scientists and technologists	Highly capable of reasoning well with words or other symbols; has many original ideas and much scientific curiosity; shows little anxiety and appears emotionally stable; spontaneous
Social workers	Great love of or need for people
Top salesmen (insurance, automobiles)	Empathy or feeling for others which increases understanding of them, strong drive to succeed and conform
Engineers	High technical, practical, and emotional tolerance and low interest in social science or aesthetic fields, object- rather than person-oriented; cautious and conventional; high need to achieve, gain status, and improve themselves; self-sufficient and self-confident, conforming; somewhat indifferent to but competent in social relations
Natural scientists	Emotionally stable but controlled and tends not to express feelings; self-confident, goal-directed and motivated to achieve; plans carefully and very persistent; curious, independent and not too keen in social relations

How much agreement is there between your own thinking and the findings of research? (Check ✓)
Great deal_____ Some _____ Very little_____

Check (✓) below the amount of interest you felt in comparing your own thinking with the findings of research.
High interest_____ Quite a bit_____ Some interest_____ little_____ No interest_____

Signature_____

TENTATIVE CAREER CHOICE AND RELATED PERSONALITY CHARACTERISTICS

V-A
1.3

What kind of work do you feel would be best for you?

_____

_____

What is it about yourself that makes you feel you are suited to this kind of work? (You may check more than one.)

Am interested and find enjoyment and personal satisfaction in it . . . . . ____
Am intelligent . . . . . ____
Am inquisitive or inventive . . . . . ____
Am concerned for others and want to help . . . . . ____
Get along well with others . . . . . ____
Am careful, neat, and orderly . . . . . ____
Have talent, skills, or background for it . . . . . ____
Can express myself easily . . . . . ____
Am a good leader or organizer . . . . . ____

Add any other characteristics you feel you possess that are important to the vocation you have given above.

Signature _____

3

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
2.0 RESPONDING (doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending, commitment in small measure)		
2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion) Specific behavioral response: Reads and underlines what best fits perceptions of self. Possible student attitudinal response: "I will classify myself as requested." Cognitive processes demanded: Analysis Reflection	Methodological considerations. Definition of 'theory' and consideration of how theories are derived is important at the beginning of this session. It would be highly desirable to have them formulate a theory of their own about vocational decision-making before they look at the Holland summary. Other theories also might be explored. Read materials aloud for students with reading difficulty. Specific practices, plans, or materials. Teacher instruction. "Many people have talked and written about the process of vocational decision-making. Different theories have been developed. Since you are beginning this process, I thought it might interest you to take a look at one such theory to see the extent to which it might have some meaning to you. You may be able to apply it to yourself. I have summarized a theory by a man named Holland who has written about different kinds of occupational environments. I will go over his theory with you, but what you are to do is to underline the statements which you feel best describe you. This will give you an idea of how well you might fit any one orientation or the extent to which you may fit several such orientations. Hand in your papers as you finish. Distribute the student work sheet A THEORY OF VOCATIONAL CHOICE (V-A, 2.1). Discuss how well the theory seems to apply to them when all have finished, pointing out the values and limitations of theoretical formulations. Relationship to developmental tasks or growth needs of learner. Developing a scientific approach (via awareness of theoretical formulations) Reorganizing one's thoughts and feelings about self Beginning to understand causal relations Making finer conceptual distinctions and thinking reflectively	Observe for attention to reading and underlining. Number papers in order of completion. Record on Eval. V-A, 2.1, 2.2, 2.3.

A THEORY OF VOCATIONAL CHOICE
Student Work Sheet

The following consists of excerpts from and a condensation of John L. Holland's article, "A Theory of Vocational Choice," which appeared in Counseling and Guidance, A Summary View, a book of readings edited by James F. Adams (New York: The MacMillan Company, 1965, pp. 217-227).

This theory "assumes that at the time of vocational choice the person is the product of the interaction of his particular heredity with a variety of cultural and personal forces including peers, parents and significant adults, his social class, American culture, and the physical environment. Out of this experience the person develops a hierarchy of habitual or preferred methods for dealing with environmental tasks" (p. 217). These habitual methods are associated with different kinds of physical and social environments and different patterns of abilities. In making a choice the person searches for situations which fit with how he has learned to adjust himself. He directs himself toward the major occupational class that fits his own development. Within this major class, the particular occupation selected is a function of how he feels about himself (self-evaluation) and his ability (intelligence) to perform adequately in his chosen environment.

The major classes of occupational environments and orientations described in this article are as follows:

(1) The Motoric Environment and Orientation.

Occupations of this sort would include laborers, machine operators, aviators, farmers, truck drivers, and carpenters.

These people enjoy activities requiring physical strength, aggressive action, motor coordination and skill, and they wish to perform masculine roles. They prefer dealing with concrete, well-defined problems as opposed to abstract, intangible ones. In a sense, they prefer to "act out," rather than to "think through" problems. They avoid situations which require verbal and interpersonal skills; they may not be very socially oriented.

(2) The Intellectual Environment and Orientation.

These occupations would include physicists, anthropologists, chemists, mathematicians, and biologists.

These people appear to be task-oriented people who generally prefer to "think through," rather than to "act out," problems. They enjoy ambiguous (obscure or indistinct) work tasks, have strong needs to organize and understand the world, possess somewhat unconventional

(not ordinary) values and attitudes, and avoid interpersonal problems which require contacts with groups of people or with new people from day to day.

(3) The Supportive Environment and Orientation.

Occupations of this sort include social workers, teachers, interviewers, vocational counselors, and therapists.

These people prefer teaching or therapeutic roles, which may reflect a desire for attention and socialization in a structured, and therefore safe, setting. They possess verbal and interpersonal skills, are responsible, socially oriented, and accepting of feminine impulses and roles. Their values are humanistic (concerned with man and his capacity for self-realization) and religious. They avoid intellectual problem-solving, physical skills, or highly ordered (regulated) activities, since they prefer to deal with problems through feeling and interpersonal manipulations of others.

(4) The Conforming Environment and Orientation.

These occupations include bank tellers, secretaries, bookkeepers, and file clerks.

These people prefer structured verbal and numerical activities and subordinate (controlled by others) roles. Their goals are achieved through conformity, thus they obtain satisfaction and avoid the conflict and anxiety aroused by ambiguous situations or problems involving interpersonal relationships and physical skills. Their habitual subordination of personal needs appears to make them generally effective in well-structured tasks. Their values and attitudes represent strong identifications with power, externals (outside the individual), and status. They whole-heartedly accept cultural values and attitudes and emphasize excessive self-control. They are much concerned with rules and regulations for living.

(5) The Persuasive Environment and Orientation.

These occupations include salesmen, politicians, managers, promotors, and business executives.

People of this sort prefer to use their verbal skills in situations which provide opportunities for dominating, selling, or leading others. They conceive of themselves as strong masculine leaders. They need

ambiguous verbal tasks, avoid well-defined language or work situations as well as situations requiring long periods of intellectual effort. They are social and much concerned with power, status, and leadership.

(6) The Esthetic Environment and Orientation.

Occupations of this sort are musicians, artists, poets, sculptors, and writers.

In general, these people prefer indirect relationships with others and prefer dealing with environmental problems through self-expression in artistic media. They avoid problems requiring interpersonal interaction, a high degree of structuring, or physical skills. They have a great need for individualistic and direct, emotional expression.

Evidence of acquiescence, willingness and satisfaction in response to relating self-perception and tentative choices to Holland's theory and in expressing occupations desired

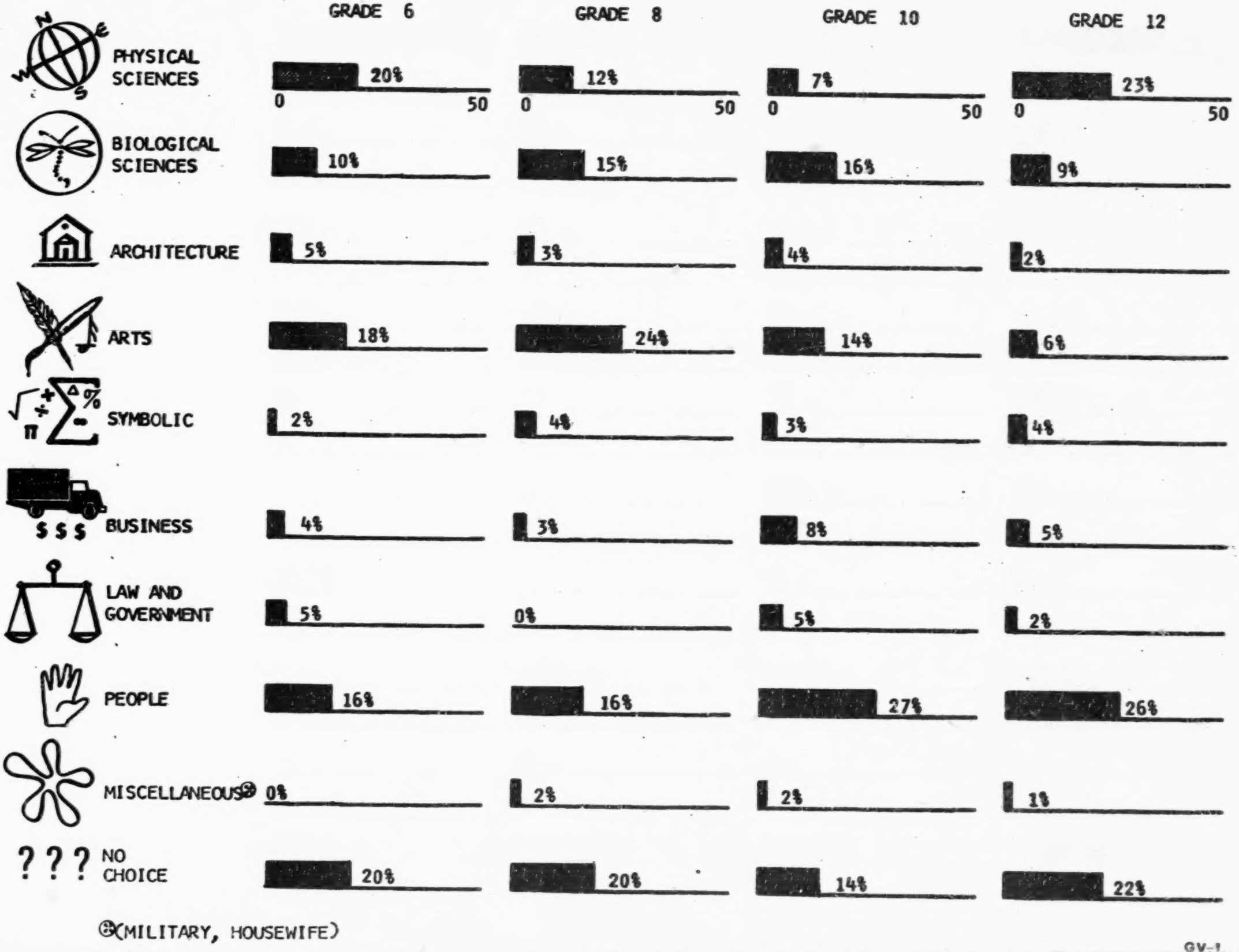
Eval. V-A 2.1,2.2,2.3

	2.1 Underlining Self-Description in Theory Work Sheet				2.2 Graph Analysis			2.2 Free Period for Self-Appraisal			2.3 Writing on Work Desired in Future			Questionnaire Item		
	Concentration			Order of finishing	Participation			Concentration and Attention			Appears to enjoy writing (smiles, happy expression	Little or no overt expression (appears neutral)	Writing appears distasteful	Amount of Enjoyment Checked		
STUDENTS	Much	Some	Little		Much	Some	Little	Much	Some	Little				Great deal	Some	Very little

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
2.2 Willingness to respond (voluntarily looks for, cooperation) Specific behavioral response: Uses the time allotted to reflect about self. Possible student attitudinal response: "I will look at these because I am interested." Cognitive processes demanded: Analysis Reflection	Methodological considerations. Youngsters may need some time for incubation of the connections between characteristics and occupations. Specific practices, plans, or materials. Teacher introduction. "You have looked at career interests you have had in the past, you have made a tentative choice of the work you feel would be best for you, you have thought about how you perceive yourself, and you have classified yourself according to one theory of vocational development. We have looked at data of various kinds. Today you will have some additional data on fields boys and girls choose at different ages and the kinds of characteristics they attribute to themselves. You can compare your own choices and self-perceptions with these as we discuss them." Distribute graphs, OCCUPATIONS STUDENTS FEEL WOULD BE "BEST" FOR THEM and CHARACTERISTICS STUDENTS SEE IN THEMSELVES. "Now, for the rest of this period you are to review any work sheets you have completed and papers you have written to see how well they all fit together. You will not be required to write up your conclusions at this point, although it might be of considerable value to you to look at any similarities and differences in your thinking at different times. The rest of the period is for thoughtful reflection about yourself. Of course, you might write down your thinking if you like." Relationship to developmental tasks or growth needs of learner. Reorganizing one's thoughts and feelings about self Making finer conceptual distinctions and thinking reflectively Establishing one's self as an independent individual	Observe for (1) participation in graph analysis and (2) evidence of thoughtful reflection about self during free period. Record on Eval. V-A, 2.1, 2.2, 2.3. Make anecdotal records of any indication of voluntary response.
2.3 Satisfaction in response (enjoys discovering; emotional component, however, can appear at all levels) Specific behavioral response: Writes essay on topic assigned with apparent enjoyment.	Methodological considerations. To take students away from a feeling that there may be only one right decision for them to make about a career and to get them to entertain other possibilities (even remote ones), provide them a relatively free and permissive atmosphere and experience (one which allows divergence but also demands reasoning). Specific practices, plans, or materials.	

BOYS AND GIRLS COMBINED

OCCUPATIONS STUDENTS FEEL WOULD BE "BEST" FOR THEM



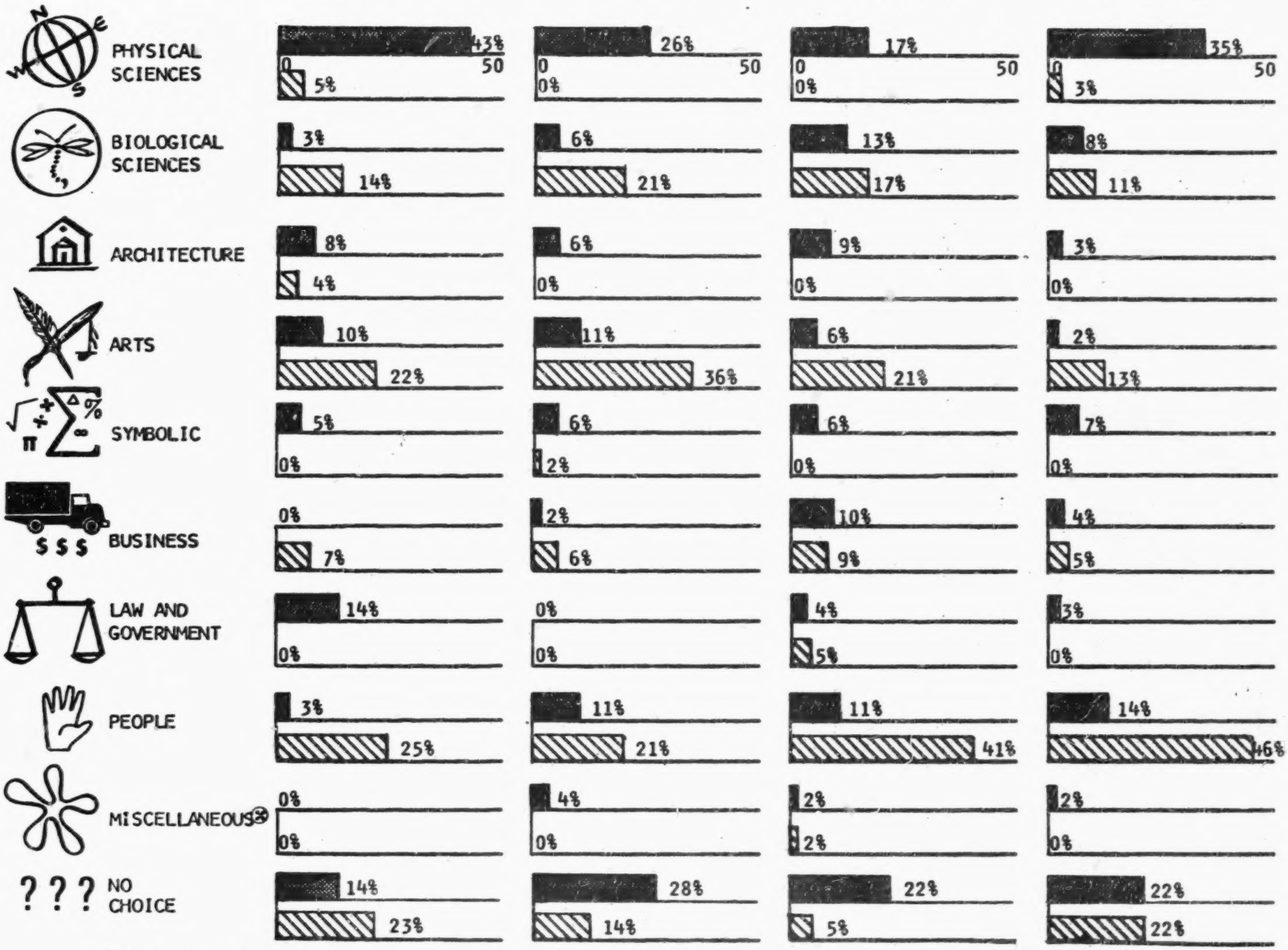
*(MILITARY, HOUSEWIFE)

BOYS

GIRLS

V-A
2.2

OCCUPATIONS STUDENTS FEEL WOULD BE "BEST" FOR THEM



⊛(MILITARY, HOUSEWIFE)

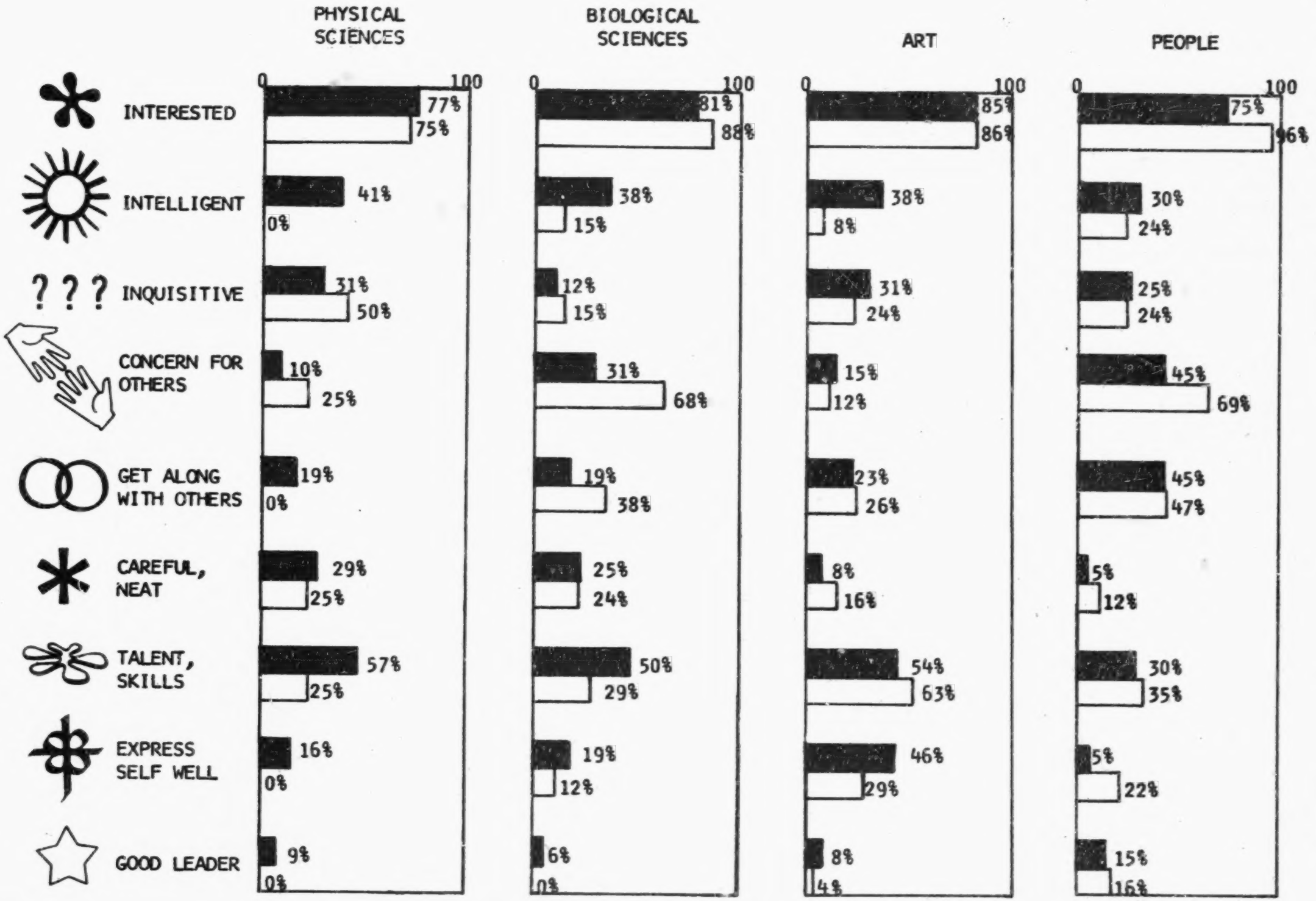
GV-2

BOYS (ALL GRADES)

GIRLS (ALL GRADES)

CHARACTERISTICS STUDENTS SEE IN THEMSELVES

THAT THEY FEEL MAKE JOBS BEST FOR THEM



OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I enjoy thinking about what I would like to do without worrying about 'oughts' and 'wishes' of others." Cognitive processes demanded: Divergent thinking Evaluative thinking Synthesis Organization	Teacher introduction. "Now let's look at career planning from another point of view. Instead of considering what you think would be 'best' for you, think about what kind of work you would like to be doing ten years from now. Suppose you had complete control over your future and you were given the power to do any kind of work you wanted--what would your work be? Why would you like to be doing this? What kind of a person would you need to be? Write a paper on this during this period. You will find a place at the end of the paper where you are to check the amount of enjoyment you experience in letting your mind go freely to what you might desire, as opposed to what you might feel you ought to do, or perhaps what you feel others might want you to do. This is to be strictly what you would like most to be doing ten years from now." Distribute papers. Collect them at end of period. WHAT WORK WOULD I LIKE TO BE DOING TEN YEARS FROM NOW? (V-A, 2.3). Relationship to developmental tasks or growth needs of learner. Establishing one's independence from adults Reorganizing one's thoughts and feelings about self Clarifying the adult world as over against the child's world Accepting one's self as a worthwhile person Using language to make finer conceptual distinctions, think reflectively, and express and clarify more complex concepts	Observe behavior during writing of papers for evidence of enjoyment. Record on Eval. V-A, 2.1, 2.2, 2.3. Take anecdotal records of any evidence of enjoyment not included in rating categories. Record amount of enjoyment indicated by students on their papers on Eval. V-A, 2.1, 2.2, 2.3.

WHAT WORK WOULD I LIKE TO BE DOING TEN YEARS FROM NOW?
(Be sure to explain why and describe the kind of person you'd need to be)

How much did you enjoy thinking about this?

Great deal _____ Some _____ Very little _____

Signature_____

OBJECTIVES Affective Classification	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Checks sex appropriateness of occupations Possible student attitudinal response: "People may differ in how they feel about the appropriateness of occupations for the two sexes, I have some feelings about this." Cognitive processes demanded: Recall Reflection Evaluative thinking	Methodological considerations. Multiple perspectives may help increase flexibility of thought relative to career possibilities. Realizing that sex stereotypes exist may help to free them from the stereotypes or prepare them for coping with them if they choose to depart from them. Start with definition of 'appropriate.' Specific practices, plans, or materials. Teacher instructions. "Another way of looking at occupations is in terms of how appropriate we feel they are for boys and girls. People may feel quite differently about this and the strength of feeling significantly can influence the range of choices available to you. Here are some occupations for you to check according to how appropriate you feel they are for men and women or boys and girls. As soon as you have finished checking your opinions I will share with you research data on this same item." Distribute questionnaire APPROPRIATE OCCUPATIONS FOR BOYS AND GIRLS (V-B, 1.1). Make sure all occupations are understood. Relationship to developmental tasks or growth needs of learner. Making finer conceptual distinctions and thinking reflectively about occupational roles for men and women.	Sort papers into three piles to indicate strength of opinion about appropriateness of occupations for two sexes (existence of stereotypes). Record on Eval. V-B, 1.1, 1.2, 1.3.
1.2 Willingness to receive (develops tolerance for, gives attention to) Specific behavioral response: Compares own responses with graphs; expresses interest in stereotypes.	Methodological considerations. People often seek consensual validation of their own thinking. This may increase student motivation to pursue attitudes toward the appropriateness of occupations for the two sexes. Specific practices, plans, or materials. Teacher instructions. "Here are the graphs to show how others at different ages checked these occupations. Compare your own checks with them. After you have done this, fill in the last page	

APPROPRIATE OCCUPATIONS FOR BOYS AND GIRLS

V-B
1.1

Listed below are several kinds of work. People differ in the extent to which they feel different jobs are "right" for boys and girls.

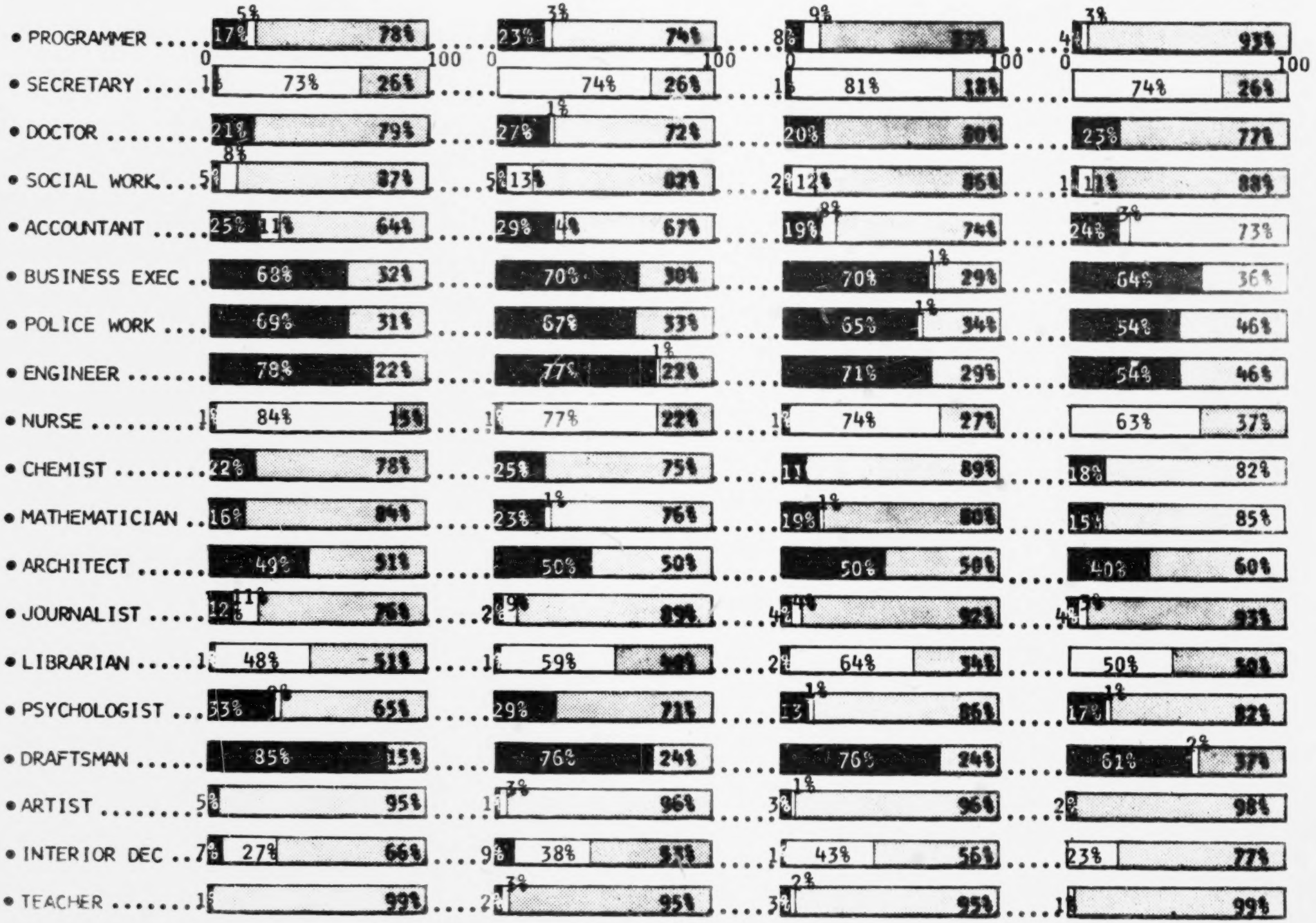
Check one of the three columns for each job to show whether you feel it is right only for boys, only for girls, or would be right for either one.

	Right for only Boys	Right for only Girls	Right for either Boys or Girls
computer programmer or operator .	____	____	____
secretary	____	____	____
doctor	____	____	____
social worker	____	____	____
accountant	____	____	____
business executive	____	____	____
police work	____	____	____
engineer.	____	____	____
nurse	____	____	____
chemist	____	____	____
mathematician	____	____	____
architect	____	____	____
journalist	____	____	____
librarian	____	____	____
psychologist.	____	____	____
draftsman	____	____	____
artist (musician, painter, writer, etc.)	____	____	____
interior decorator.	____	____	____
teacher	____	____	____

Signature:_____

FOR BOYS
APPROPRIATE
FOR GIRLS
APPROPRIATE
FOR EITHER

OCCUPATIONS STUDENTS FEEL ARE "RIGHT" FOR BOYS AND GIRLS



Write the letter in each of the following three spaces which indicates how you feel.

Y means your answer to the question is YES

U means your answer to the question is UNCERTAIN

N means your answer to the question is NO

_____ (1) Would you like to know more about how opinions of the appropriateness of different jobs for boys and girls might influence you?

_____ (2) Are you interested in knowing how and why people develop differences of opinion about what kind of work is right for boys and girls or men and women?

_____ (3) Are you interested in considering whether or not boys and girls have equal opportunity to choose any career they wish?

Signature: _____

Evidence of awareness, willingness to receive, and controlled or selected attention to occupational stereotypes

Eval. V-B
1.1,1.2,1.3

STUDENTS	1.1 Questionnaire on Occupational Stereotypes — Strength of Opinion: Strong	Some	Slight (mostly neutral)	1.2 Questionnaire Items (Record Y,U, or N) — Professed Interest: (1) Affect on me?	(2) How and why?	(3) Equal opportunity?	1.3 List: Number of reasons for stereotypes	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I will see how my opinion compares with others." Cognitive processes demanded: Analysis Comparison	with the letters which indicate how you feel." (Student questionnaire V-B, 1.2). Read directions and questions aloud. Relationship to developmental tasks or growth needs of learner. Identification with one's own sex mates Preparing to accept one's future occupational role in manhood or womanhood.	Record on Eval. V-B, 1.1, 1.2, 1.3 student responses to questions of interest in occupational stereotypes.
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Lists ideas about why people feel some jobs are appropriate for sexes and some not. Possible student attitudinal response: "I will think about possible causes for differences of opinion." Cognitive processes demanded: Reflection Analysis Divergent thinking	Methodological considerations. It is important to allow opportunity for students to do their own structuring and to discover where their thinking is. Rather than give them reasons for them to absorb, require them to do their own thinking initially and reward divergence and insight. Specific practices, plans, or materials. Teacher instructions. "There are some reasons why people feel certain occupations are more appropriate for one sex or the other. Think about this for a few moments. See how many different reasons you can list." Distribute papers for listing; collect when finished. Read aloud and discuss the fullest possible range of ideas from their papers. Relationship to developmental tasks or growth needs of learner. Beginning to understand causal relations Making finer conceptual distinctions and thinking reflectively Using language to express and clarify complex concepts	Record the number of reasons perceived and/or listed for occupational stereotypes on Eval. V-B, 1.1, 1.2, 1.3. If desired, attention during discussion also may be recorded.
2.0 RESPONDING (doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending commitment in small measure)		
2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion)	Methodological considerations. Attaching a label to what they have been considering after they have conceptualized stereotypes should be meaningful to students. The following offers considerable opportunity for vocabulary development.	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Cognitive processes demanded: Comprehension Analysis	Specific practices, plans, or materials. Teacher presentation. "You have been considering what many people refer to as occupational stereotypes." (Write on board). The dictionary describes this as an over-simplified opinion, emotional attitude, or judgment--a mental picture held in common by members of a group. Now that you have written down your own thinking, I would like you to read a brief summary of some research findings that may support your thinking and give you some other ideas. Please spend the next few moments reading this, then we will discuss it." Distribute SOME STUDIES IN SEX DIFFERENCES (V-B, 2.1). Relationship to developmental tasks or growth needs of learner. Making finer conceptual distinctions Using written language to clarify more complex concepts Identification with own sex mates	Observe for concentration on reading and record on Eval. V-B, 2.1, 2.2. (For students with limited reading ability it may be necessary to read this material aloud or merely describe it to them.)
2.2 Willingness to respond (voluntarily looks for, cooperation) Specific behavioral response: Participates in discussion. Possible student attitudinal response: "I am interested in discussing this matter with others." Cognitive processes demanded: Analysis Reflection Divergent thinking Evaluative thinking Synthesis	Methodological considerations. Hearing what peers think about the matter of occupational stereotypes can provide some validation or perspective on their own positions. Peer interaction should increase willingness to respond, especially if teacher gives them real freedom to discuss the issues without adult interference. Specific practices, plans, or materials. Teacher presentation. "Now that you have a little more background on some possible origins of occupational stereotypes, I'd like you to discuss this whole matter with one another in small groups. How sound a basis do you really think there is for people feeling so strongly about what is or is not appropriate for boys and girls? How might the existence of stereotypes affect you as individuals? Do you feel boys and girls have equal opportunity to pursue careers of their choice? For the rest of the period you are to discuss these questions--and any others related to this matter of occupational stereotypes that might occur to you. You may volunteer to lead the group or serve as recorder. Each group is to hand in a written summary of ideas expressed." Set up groups of 4 or 5 and distribute papers for recording.	Observe for voluntary and active participation. Record on Eval. V-B, 2.2. If small groups report orally to the total group and ideas are discussed, participation at this time also might be recorded.

SOME STUDIES ON SEX DIFFERENCES

The following summary and discussion is based on a chapter on sex differences in Anne Anastasi's book, Differential Psychology (New York: The Macmillan Company, 1958, pp. 470-496).

Anastasi does not feel that boys and girls are necessarily born with differences that have been reported. She points out that they are treated differently as they grow up. This could affect both their personality characteristics and abilities. The kinds of opportunities and training boys and girls have can create differences. Little boys, for example, generally are given cars and toys that move, while little girls are given dolls and dishes. Also, adults expect boys to do certain things and girls to engage in other kinds of activities. Even physical differences with which boys and girls are born can be influenced by experiences. Keep these points in mind as you read. Think about how the differences that have been found could affect the kinds of career choices young people make and how well they might do their work.

Boys tend to be more active, vigorous, competitive, and involved in play activities which demand manual skills (things done with the hands) and those which require a great deal of organization. Girls appear to do things where they sit quite a bit, don't care much for change, and are more limited in what they do. Boys prefer adventure, travel, and exploration, while girls tend to be more interested in love, romance, children, and family life. Even at an early age boys appear to be more thing-oriented and girls more people-oriented.

High school boys tend to prefer jobs which offer power, money, advancement, and independence. Girls place higher value upon interesting job experiences and serving others. Boys also tend to be more oriented toward their physical health and ability, while girls are more concerned with personal qualities, attractiveness, human relationships, and mental health. There appears to be greater motivation to achieve among boys.

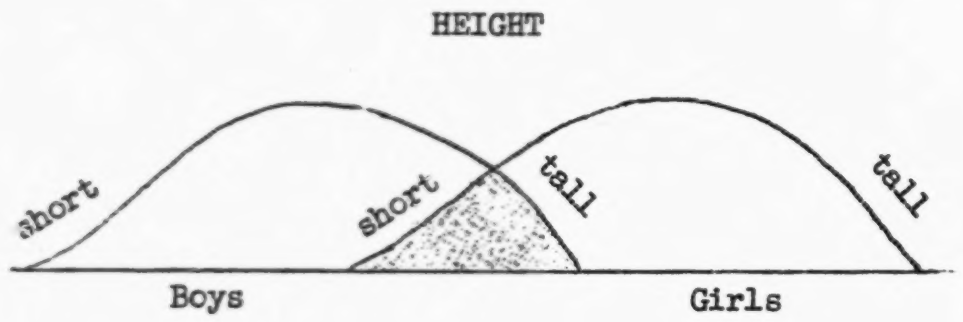
Men's conversations often include money, business affairs, and sports, while women discuss people and clothes to a great extent. In interest tests men generally prefer mechanical, persuasive (trying to convince or cause someone to do something), computational (having to do with numbers and amounts), and scientific work. Women tend to prefer writing, musical, artistic, social, and clerical or office work. This appears to be related to studies which show that women's values more often are social, religious, and concerned with beauty, while men's values tend to be related to economics

(money and business), theory, and politics.

Anastasi also reports that women tend to become increasingly emotional as they mature. Males appear to show more aggression at all ages. They tend to move toward greater self-assertion, dominance, and self-confidence, while women often appear to move toward less self-confidence. Far more men than women have achieved eminence (high rank, greatness). Even very intelligent women who have worked tend to stay within the home or have limited themselves to such occupations as office work. This appears to be changing as women are given more opportunity for training and more equal chance to work in fields that in the past people have considered as only "men's work."

Males tend to be better in speed and coordination of bodily movements which involve the whole body. They are higher on spatial and mechanical ability (working with or visualizing objects in space or things that move) and in arithmetic reasoning. Females tend to be better than males in skills involving use of the hands, perceptual speed and accuracy (becoming aware of objects through the senses), memory, arithmetic computation, and many language activities. Although girls appear to do better in school, both in grades and attitude toward school (at least at earlier ages), this does not appear to show in later vocational achievement. It appears that many female talents and abilities are not used, yet the occupational world needs the human resources of both men and women.

If you think about boys and girls and men and women you know it will become clear to you that the descriptions you have just read do not fit <u>all</u> men and women. Conclusions from these studies generally were based on the <u>average</u> tendencies for groups of boys and girls. There generally is a range of individual differences within any group. The following example might show what this means. Suppose you were measuring a group of boys and a group of girls on a particular characteristic (such as height) and you arranged measurements for each sex on a curve from short to tall. The two curves probably would overlap, as is shown in the diagram below.



The shaded area would include those boys and girls who are of about the same height. To find a wide range of individual differences within any group is very normal. That is the reason it is wise to view results of group studies with some caution. One should ask, "Which boy?" or "Which girl?" rather than talk about "all boys" or "all girls." Nevertheless, it is interesting to think about the kinds of influences that the culture may have had on the development of boys and girls and how such factors might influence the kinds of career choices they make and how they fit into the world of work.

Evidence of acquiescence and willingness to respond to information and interaction relative to occupational stereotypes

Eval. V-B
2.1,2.2

STUDENTS		2.1 Concentration on Reading			2.2 Small Group Discussions Voluntary and Active Participation		
		Very attentive	Somewhat attentive	Little or no attention	Volunteers for either leader or recorder	Appears interested or actively participates	Appears disinterested or does not participate

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	Relationship to developmental tasks or growth needs of learner. Using language to exchange ideas and feelings Establishing independence from adults Forming friendships with peers; establishing peer groupness and learning to belong Identifying with social contemporaries of same sex; learning one's role in heterosexual relationships	
2.3 Satisfaction in response (enjoys discovering; emotional component, however, can appear at all levels) Specific behavioral response: Appears to enjoy drawing cartoon or caricature of stereotyped occupation. Possible student attitudinal response: "I enjoy making fun of ideas people have about the work men and women should do." Cognitive processes demanded: Analysis Synthesis Divergent thinking Evaluative thinking Originality	Methodological considerations. Humor frequently can lighten concern and relieve tension. Encouraging divergent response within a realistic structure can be more appealing to youngsters than merely accepting adult structuring. Creative expression may be a means of "clinching" learning, making it a part of the individual. Sharing creative expression may increase respect for individuality. Specific practices, plans, or materials. Teacher instruction. "Now that you have discussed this business of occupational stereotypes, let's see what kinds of cartoons or caricatures you can draw to illustrate what you consider a very strongly stereotyped occupation. Boys please draw a woman engaged in some occupation that you feel is strongly stereotyped for them and girls draw a man in an occupation that you feel represents a strong work stereotype for men. When you have finished, post it on the bulletin board. These can be as humorous as you like; just make sure they represent what you feel is an occupational stereotype for the opposite sex. Provide ample opportunity for students' explanation of caricatures (if needed) and for each person to receive recognition and appreciation for his creative expression. Relationship to developmental tasks or growth needs of learner. Establishing independence from adults Preparing to accept one's future role in manhood or womanhood Making finer conceptual distinctions and thinking reflectively	Observe for enjoyment during drawing and record on Eval. V-B, 2.3.

Evidence of satisfaction in response to subject of occupational stereotypes

Eval. V-B
2.3

STUDENTS		2.3 Enjoyment of Drawing Cartoons or Caricatures		
		Smiles, laughs, or appears to enjoy creating	No overt evidence -appears neutral	Appears not to enjoy either process or product

V-C. REQUIREMENTS AND OPPORTUNITIES RELATED TO CURRENT CAREER INTEREST

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Affective Classification		
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Fills in at least some of the requested information. Possible student attitudinal response: "I have some impressions on training and job outlook." Cognitive processes demanded: Recall	Methodological considerations. To start an activity it can be very helpful to bring to consciousness all available information students have on a subject. This can serve as a diagnosis of where students actually are in their thinking. Specific practices, plans, or materials. Teacher introduction. Distribute PERCEPTIONS OF TRAINING AND JOB OUTLOOK FOR SELECTED OCCUPATIONS (V-C, 1.1). "There are two other important factors in selecting occupations--(1) training (or educational requirements for entry into the field) and (2) job outlook (or prospects for employment). Let's take the same list of occupations on these sheets I have given you and see what we know about these two considerations. Beside each occupation there are two columns, one for the training needed and one for the amount of opportunity for employment you think there will be in the future. Don't worry if you don't have all the answers. This is simply to get some idea of how aware you are of these two important items. At the bottom of the list add your own personal tentative career choice at this time, unless it happens to be one of the occupations on the list." Relationship to developmental tasks or growth needs of learner. Making finer conceptual distinctions Using language to clarify concepts	Sort into three piles to indicate how much information students appear to have. Record on Eval. V-C, 1.1, 1.2, 1.3.
1.2 Willingness to receive (develops tolerance for, gives attention to)	Methodological considerations. Impress students with the need to check the accuracy of their own impressions with actual data. If they find themselves relatively accurate it will provide a success experience and if there is a gap between their thought and the information they may be motivated to close the gap. Either case should increase motivation to receive further information.	

PERCEPTIONS OF TRAINING AND JOB OUTLOOK FOR SELECTED OCCUPATIONS

For each of the occupations listed below write what you think should go into the two columns at the right. The first one is for educational requirements to enter the field and the second is for the prospect of employment in that field. Make brief notes in the spaces given.

	Training	Job Outlook
computer programmer or operator		
secretary		
doctor		
social worker		
accountant		
business executive		
police work		
engineer		
nurse		
chemist		
mathematician		
architect		
journalist		
librarian		
psychologist		
draftsman		
artist (musician, painter, writer, etc.)		
interior decorator		
teacher		
Your own tentative choice:_____		

Signature:_____

Evidence of awareness, willingness to respond, and controlled or selected attention to occupational information

Eval. V-C
1.1,1.2,1.3

STUDENTS	1.1 Job Training and Outlook Work Sheet — Amount of Information			1.2 Comparison with Actual Data — Care With Which Columns Are Checked and Completed			1.3 Reading About Own Tentative Choice — Concentration			
	Much	Some	Little or none	Much	Some	Little or none	Much	Some	Little or none	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Specific behavioral response: Uses information to complete own sheet. Possible student attitudinal response: "I am interested in comparing what I did with accurate information." Cognitive processes demanded: Comprehension Analyzing Comparing	Specific practices, plans, or materials. Teacher instructions. Distribute identical sheet to which specific job information has been added. Both columns may vary with community or region. "Now that you have put down what you know about these, check to see how accurate or complete your information was. Use these sheets to complete or correct the two columns on your own sheet. This is an opportunity to broaden your own background. Do not erase what you have written; use red pencil for your corrections or additions. I would like to see how much information the group had to start with. Hand in your paper when you have finished." Relationship to developmental tasks or growth needs of learner. Developing a scientific approach via comparison of subjective perspective with factual data Using written language to clarify concepts	Record care with which columns are completed on Eval. V-C. 1.1. 1.2.
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Reads for information on tentative career choice. Possible student attitudinal response: "I am interested in discovering a little more information about my tentative career choice." Cognitive processes demanded: Comprehension Analysis	Methodological considerations. The general focus on training requirements and job outlook should prepare them for the need to look closely at their own current, tentative career choice in relation to these important considerations. Specific practices, plans, or materials. Teacher instruction. "Each of you made a tentative career choice on the bottom of your list of occupations. Here are some materials about occupations which may give you additional information about training and outlook for employment in that career. See how much you can discover about that particular career from reading." Distribute materials which have been collected for the particular group. Gather information on all student choices listed on questionnaire V-C, 1.1 (e.g.,from counselors, Occupational Outlook Handbook). Relationship to developmental tasks or growth needs of learner. Making finer conceptual distinctions and clarifying concepts	Observe for concentration on reading about career choice. Record on Eval. V-C, 1.1, 1.2, 1.3. If information individuals find is shared with the group, this also might be recorded as a product of selected attention.

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
2.0 RESPONDING (doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending. commitment in small measure)		
2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion) Specific behavioral response: Writes a paragraph which summarizes and discusses implications Possible student attitudinal response: "I will compare the new information with what I thought and consider implications for me." Cognitive processes demanded: Application Evaluative thinking Synthesis	Methodological considerations. Asking students to do something with the information as it relates personally to them may increase meaningfulness of the material and help prepare them for evaluative thinking about the particular tentative career choice they have made. Specific practices, plans, or materials. Teacher instructions. "Write a summary paragraph describing how much this information agrees with your previous perception of the job and what implications you see in it for your own future." Relationship to developmental tasks or growth needs of learner. Using language to express and clarify more complex concepts Moving from the concrete to the abstract Reorganizing one's thoughts and feelings about self Establishing one's independence from adults Preparation for occupational choice	Sort paragraphs for thoroughness of comparison and range of implications seen. Record on Eval. V-C, 2.1, 2.2, 2.3.
2.2 Willingness to respond (voluntarily looks for, cooperation) Specific behavioral response: Examines materials. Possible student attitudinal response: "I will examine these materials because there are other career possibilities I'd like to consider."	Methodological considerations. Have varied specific materials ready and file cards attached to each one. Utilize all available from counselors. Capitalize on the element of free choice to increase willingness to respond, as well as to provide opportunity to observe voluntary response. Specific practices, plans, or materials. Teacher presentation. "The career you have been thinking about may be very tentative. Possibly there are some others on which you would like additional information. I have gathered together other materials for you to use. You may have the rest of this period for looking through them and taking notes on anything that you feel may help you in thinking about your future."	Observe for voluntary exploration of occupational information and note-taking. Record on Eval. V-C, 2.1, 2.2, 2.3.

Evidence of acquiescence, willingness to respond, and satisfaction in response relative to acquiring occupational information

Eval. V-C
2.1,2.2,2.3

STUDENTS	2.1 Summary Paragraphs: Comparison of Perceptions with Information: Complete	2.1 Summary Paragraphs: Comparison of Perceptions with Information: Brief	2.1 Summary Paragraphs: Range of Implications Seen: Many	2.1 Summary Paragraphs: Range of Implications Seen: Few or none	2.2 Exploration of Materials: Interest Shown: Much	2.2 Exploration of Materials: Interest Shown: Some	2.2 Exploration of Materials: Interest Shown: Little or none	2.2 Exploration of Materials: Checks out Materials for Home Use: Yes	2.2 Exploration of Materials: Checks out Materials for Home Use: No	2.3 Response to Creating and Sharing Original Ideas About Training: Likes Own Idea: Very much	2.3 Response to Creating and Sharing Original Ideas About Training: Likes Own Idea: Some	2.3 Response to Creating and Sharing Original Ideas About Training: Likes Own Idea: Very little	2.3 Response to Creating and Sharing Original Ideas About Training: Enjoys Others' Ideas: Very much	2.3 Response to Creating and Sharing Original Ideas About Training: Enjoys Others' Ideas: Some	2.3 Response to Creating and Sharing Original Ideas About Training: Enjoys Others' Ideas: Very little
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OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Cognitive processes demanded: Comprehension Analysis	"If you wish to check out any materials to take home over night, you may. Simply fill out the card and put it in the file." Relationship to developmental tasks or growth needs of learner. Preparation for occupational choice Establishing independence from adults Making finer conceptual distinctions	Check library card to see who takes materials home. Record on Eval. V-C. 2.1, 2.2, 2.3.
2.3 Satisfaction in response: (enjoys discovering) Specific behavioral response: Appears to enjoy creating and sharing unique, imaginative ideas. Possible student attitudinal response: "I enjoy this." Cognitive processes demanded: Divergent thinking Originality	Methodological considerations. Opportunity to share creative, original ideas may facilitate acceptance and respect for individual uniqueness. Divergent thinking may increase enjoyment. Being appreciated for original thinking may enhance students' intellectual self-concepts. Specific practices, plans, or materials. Teacher presentation. "You may have concluded that many occupations require rather long and rigorous training. Let's be very imaginative for a few minutes. Think of the most unusual and enjoyable way of becoming trained for a job you'd enjoy that you possibly can. Write it out as descriptively as you can, then we'll share these with the group. See if you can come up with an idea that no one else will think of." When all are finished, have each one read his aloud to the class. Collect papers. Distribute evaluation slips to get indication of enjoyment of this activity. Relationship to developmental tasks or growth needs of learner. Establishing peer groupness Accepting one's self as a worthwhile person Establishing one's independence (as an original thinker) Using language to exchange ideas	Record on Eval. V-C, 2.1, 2.2, 2.3 how much students say they like their own ideas and how much they enjoy hearing others' ideas.

Check the spaces which indicate how you feel about the activity just completed.

(1) How do you <u>like</u> this idea of yours?

Very much _____ Some _____ Very little _____

(2) How much did you enjoy hearing others' unique, original ideas?

Very much _____ Some _____ Very little _____

Signature: _____

VI. PLANNING FOR CAREER EXPLORATION

A. Locus of responsibility for planning and decision-making

B. Clarification of values and goals in decision-making

C. Reappraisal: Clarification of plans

VI - PLANNING FOR CAREER EXPLORATION
(A) - Locus of Responsibility for Planning and Decision-Making

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Affective Classification		
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Fills in questionnaire items Possible student attitudinal response: "I guess I have some feelings about where responsibility for career exploration should lie and the kind of assistance I'd like." Cognitive processes demanded: Reflection Discrimination Evaluative thinking	Methodological considerations. If youngsters have not given much attention to specific career and educational planning, requiring direct focus via questionnaire should demand conscious consideration and choice of response relative to these matters. Make certain that students understand vocabulary and directions. Item (12) involves considerable reading and complexity. For students who have reading difficulty or short attention spans it may be preferable to do this as a group. The teacher might read the instructions aloud and discuss each guidance activity to make sure students understand. Emphasize that these guidance activities are those to assist them in career and educational planning. Specific practices, plans, and materials. Teacher presentation. "As we have seen, young people differ considerably in the status of their career planning, in how they feel about themselves, and in the kinds of occupations they are interested in exploring. They also differ in when they feel boys and girls should begin making specific plans for the future, in what they actually intend to do, in the amount of responsibility they assume for deciding which career possiblities to explore. They also vary in the extent to which they leave initiation of such considerations to either parents or the school and in the kind of help they would prefer in beginning this important decision-making process. Here are some questionnaire items that will help you to clarify where you are at this point and how you feel about some of these matters. Checking them may help you to bring into focus your own relationship with your parents and what you expect of the school in regard to career guidance." Distribute ATTITUDES TOWARD EDUCATIONAL PLANNING AND GUIDANCE (VI-A, 1.1) Relationship to developmental tasks or growth needs of learner. Establishing one's self as an independent person Clarifying adult world as over against child's world Thinking reflectively	Record whether or not items are completed on Eval. VI-A, 1.1, 1.2, 1.3.

ATTITUDES TOWARD EDUCATIONAL PLANNING AND GUIDANCE

(1) Even though individuals differ, when do you feel boys, in general, should begin seriously exploring possible career choices?

- Before junior high school . . . . ____
- During junior high school . . . . ____
- As soon as they enter high school ____
- By the last year of high school . ____
- In the first two years of college ____
- In the last two years of college ____

(2) Circle the time when you feel boys should come to a definite decision.

---

(3) In general, when do you feel girls should begin seriously exploring possible career choices?

- Before junior high school . . . . ____
- During junior high school . . . . ____
- As soon as they enter high school ____
- By the last year of high school . ____
- In the first two years of college ____
- In the last two years of college. ____

(4) Circle the time when you feel girls should come to a definite decision.

---

(5) What do you think you will do after high school? Some possibilities are listed on the right.

Check the ones which apply to you (you may check more than one).

- Get a steady job right after high school . . . . . ____
- Enter business or industry as a trainee or apprentice . . . . . ____
- Go to a technical training school (to become a secretary, beauty operator, hotel manager, data processor, etc.). . . . . ____
- Attend junior college for special training. . . . . ____
- Attend junior college and then transfer to a four-year college ____
- Go directly to a four-year college ____
- Attend graduate school after college . . . . . ____
- Marriage . . . . . ____
- Enter military service (Army, Navy, Marines, etc.). . . . . ____

(6) Circle the one item above which you think your parents would most like you to do.

---

(7) Parents differ in the amount of help they give boys and girls in thinking about possible future careers. To what extent have your parents helped you?

- Great deal. . . . . ____
- Quite a bit . . . . . ____
- Some . . . . . ____
- Very little . . . . . ____
- Not at all . . . . . ____

(8) How much help do you want from your parents in thinking about your future career?

Great deal . . . . . ____
Quite a bit . . . . . ____
Some . . . . . ____
Very little . . . . . ____
None . . . . . ____

(9) To what extent have your parents tried to influence you toward the kind of work they feel is best for you?

Great deal . . . . . ____
Quite a bit . . . . . ____
Some . . . . . ____
Very little . . . . . ____
Not at all . . . . . ____

(10) How much do you and your parents agree on what would be the best career choice?

Great deal . . . . . ____
Quite a bit . . . . . ____
Some . . . . . ____
Very little. . . . . ____
Not at all . . . . . ____

(11) Check how much you feel parents should be involved in young people's career decisions.

Great deal . . . . . ____
Quite a bit . . . . . ____
Some . . . . . ____
Very little. . . . . ____
Not at all . . . . . ____

(12) Number all of the following guidance activities in the order in which you would like to have these experiences at school. You are to do two things for each item. In the left hand space, place (1) by the activity you would like most, (2) by your second choice, etc., up through (5), the one you would like least. Then check one of the three right hand columns for each item to show when you would prefer each activity to take place.

(Number in order of choice here)		(Check one of these columns for each activity)		
		Part of regular academic work	Occasional homeroom or guidance activity	Occasional after-school activity
( )	Learn about different kinds of work from speakers, field trips, movies, reading job information pamphlets, and discussing career opportunities and training.	____	____	____
( )	Arrange for you to have actual work experience with different jobs.	____	____	____
( )	Give you interest, ability and achievement tests for use in helping you to understand your own abilities and attitudes and set wise goals for the future.	____	____	____
( )	Have clubs or interest groups for the purpose of exploring different career fields.	____	____	____
( )	Small group discussions about how abilities and interests develop and may relate to career success, problems young people face in planning for their futures, what people enjoy about their work, etc.	____	____	____

Signature: _____

Evidence of awareness, willingness to receive, and controlled or selected attention upon the locus of responsibility in career planning

Eval. VI-A
1.1,1.2,1.3

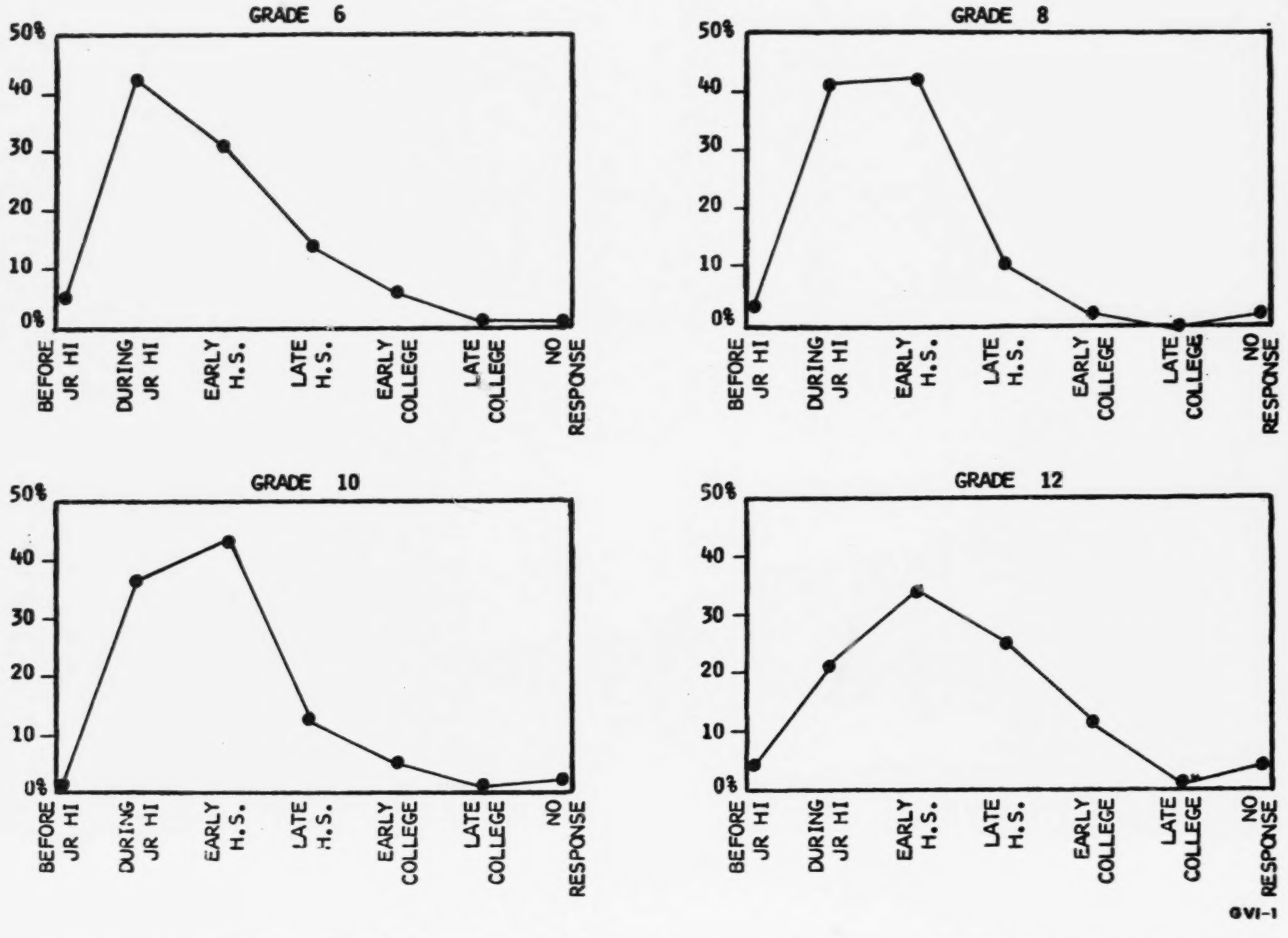
STUDENTS	1.1 Questionnaire: Items completed Yes	1.1 Questionnaire: Items completed No	1.2 Behavior During Discussion of Graphs: Very attentive	Some attention	Inattentive	Percentages Circled Yes	Percentages Circled No	1.3 Decision-making Orientation in Papers: Seems independent	Seems neutral	Seems dependent	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.2 Willingness to receive (develops tolerance for, gives attention to) Specific behavioral response: Listens to presentation of research data. Possible student attitudinal response: "I will pay attention to how others checked these items." Cognitive processes demanded: Analysis Comparison	Methodological considerations. More than one class session may be necessary to analyze, interpret, and discuss the numerous graphs connected with the questionnaire ATTITUDES TOWARD EDUCATIONAL PLANNING AND GUIDANCE. Marking themselves on each one may be the simplest way to focus and elicit students' attention. This may capitalize on a natural interest in comparing self with others or to seek some consensual validation of one's own position. If sets of graphs are to be used with other students, however, marking is not advisable. Location via touch or vision only will be necessary to preserve the graphs. Specific practices, plans, or materials. Teacher presentation. "Here are some graphs showing how others at different ages checked these same items. As we go through them together, please mark with red pencil the places about where your own checks would have fallen if you had been in this group." Distribute graphs and present data, calling for interpretation from students as far as possible. Encourage them to locate their own responses on each graph or scale. Relationship to developmental tasks or growth needs of learner. Developing scientific approach via analysis of data Establishing peer groupness and identification with age mates via comparison of responses	Observe for attention to discussion of graphs and circling of where own responses would have fallen (if students are given graphs). Record on Eval. VI-A, 1.1, 1.2, 1.3.
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Writes brief paper clarifying own position. Possible student attitudinal response: "I will focus upon how I feel about this." Cognitive processes demanded: Evaluative thinking Reflective thinking	Methodological considerations. After having looked at data, students may reconsider their original thinking. Opportunity needs to be given to reflect upon their own position after learning that of others. If writing is a difficult task, small group discussions might be substituted for writing, or discussion used prior to writing. Words students need to express themselves can be put on the blackboard, on word lists or charts, or on students' papers, thereby providing opportunity for vocabulary development. Specific practices, plans, or materials. Teacher instructions. "Now that you have focused upon these attitudes and considered the viewpoints of others at different ages, clarify your thinking a little more by briefly summarizing in writing how you feel about both the amount and kind of influence parents and school people (teachers and counselors, etc.) should have on young people's career planning." Distribute papers. Relationship to developmental tasks or growth of learner. Reflective thinking Establishing independence from adults Using language to clarify own thinking and communicate with others Identification with sex and age mates	Sort papers for extent to which students seem to want to assume responsibility for their own career planning. Record on Eval. VI-A, 1.1, 1.2, 1.3.

TIME WHEN STUDENTS SAY BOYS SHOULD BEGIN

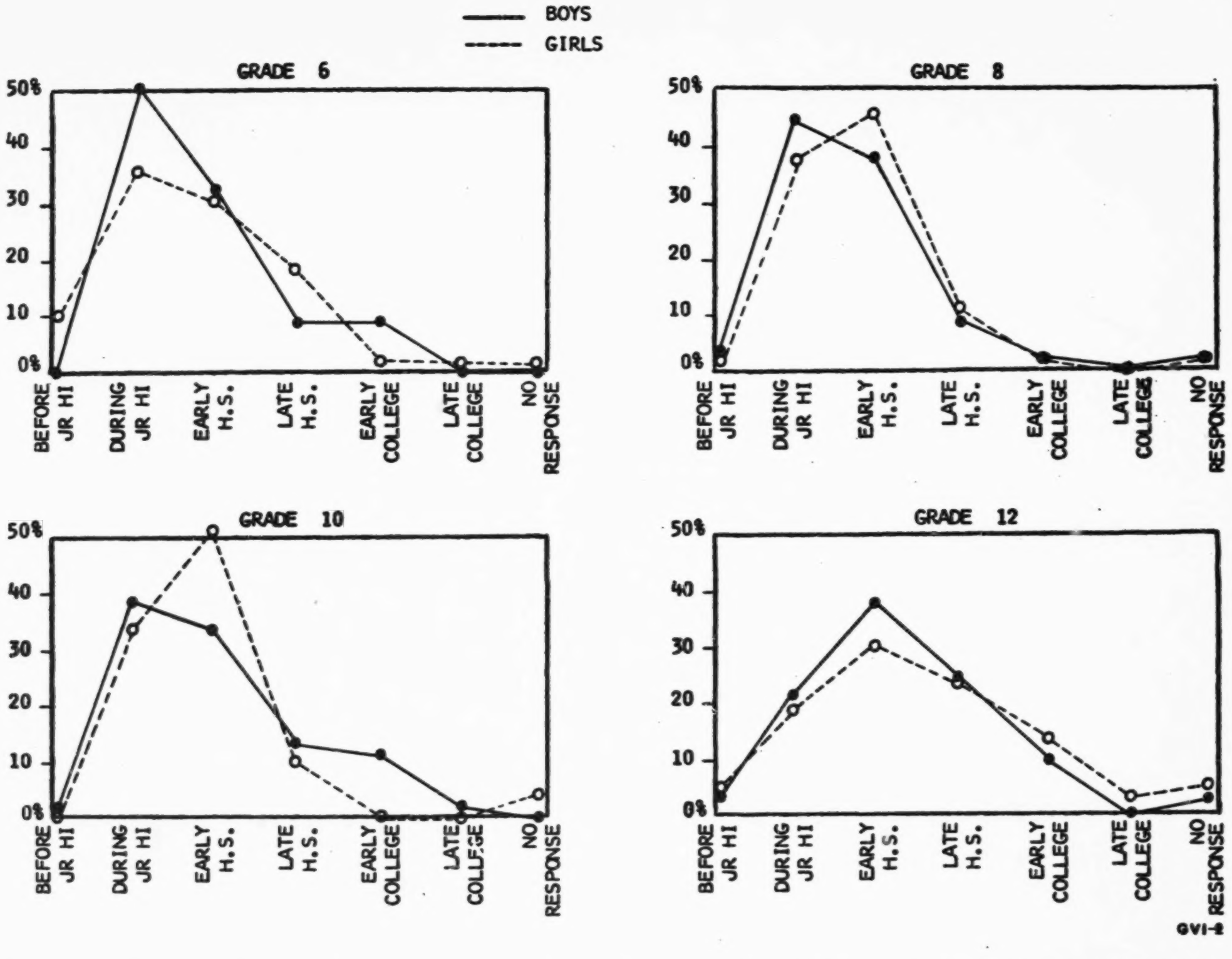
EXPLORING POSSIBLE CAREER CHOICES*

—— BOYS AND GIRLS COMBINED



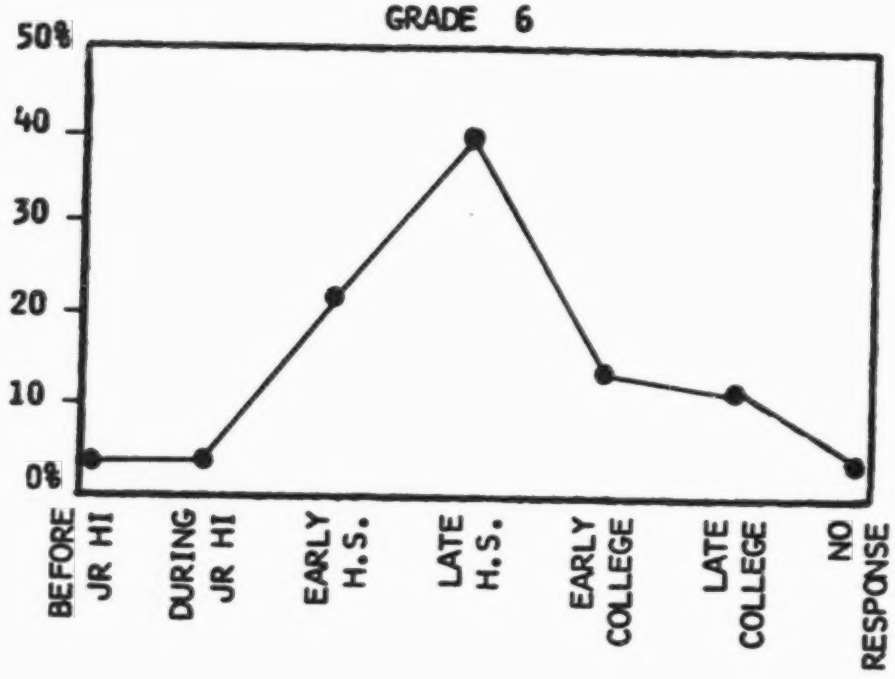
TIME WHEN STUDENTS SAY BOYS SHOULD BEGIN

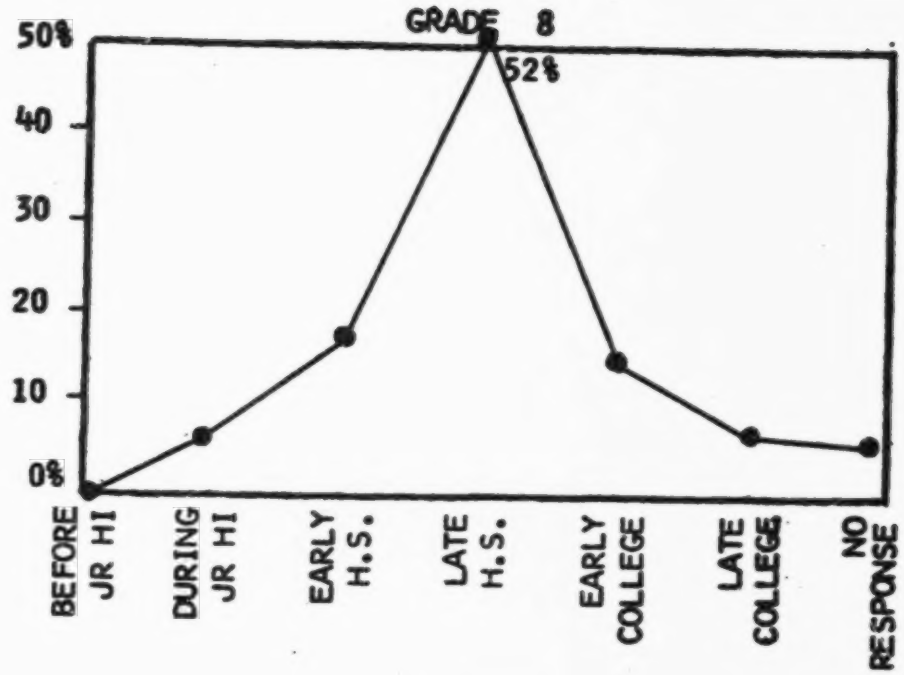
EXPLORING POSSIBLE CAREER CHOICES

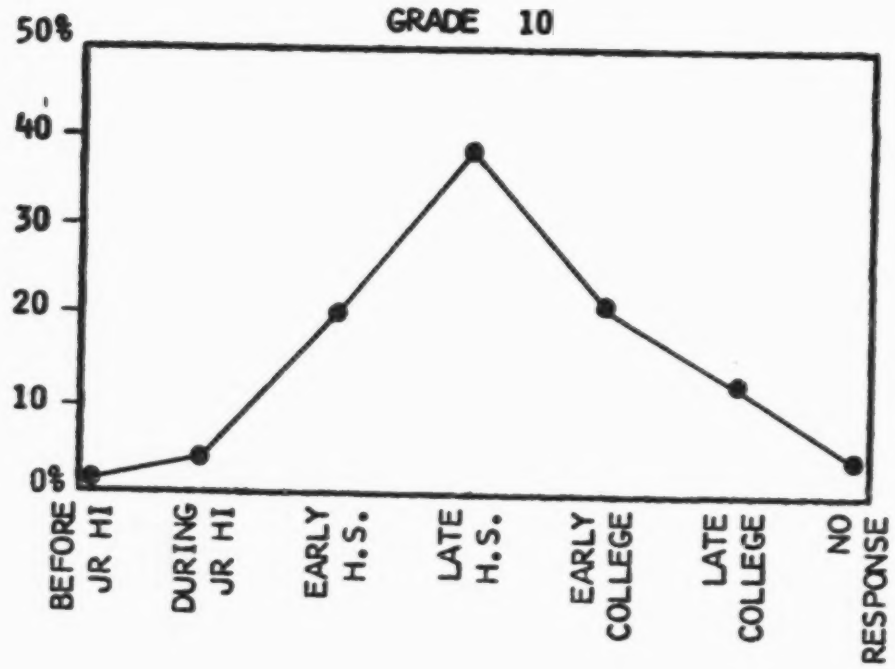


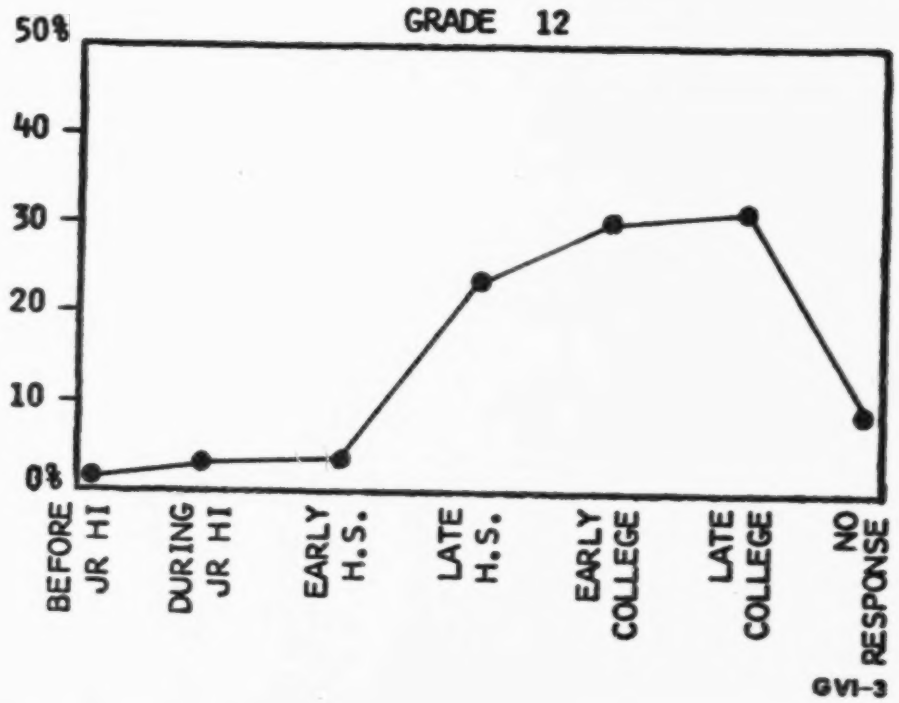
TIME WHEN STUDENTS SAY BOYS SHOULD DECIDE ON A CAREER*

—— BOYS AND GIRLS COMBINED

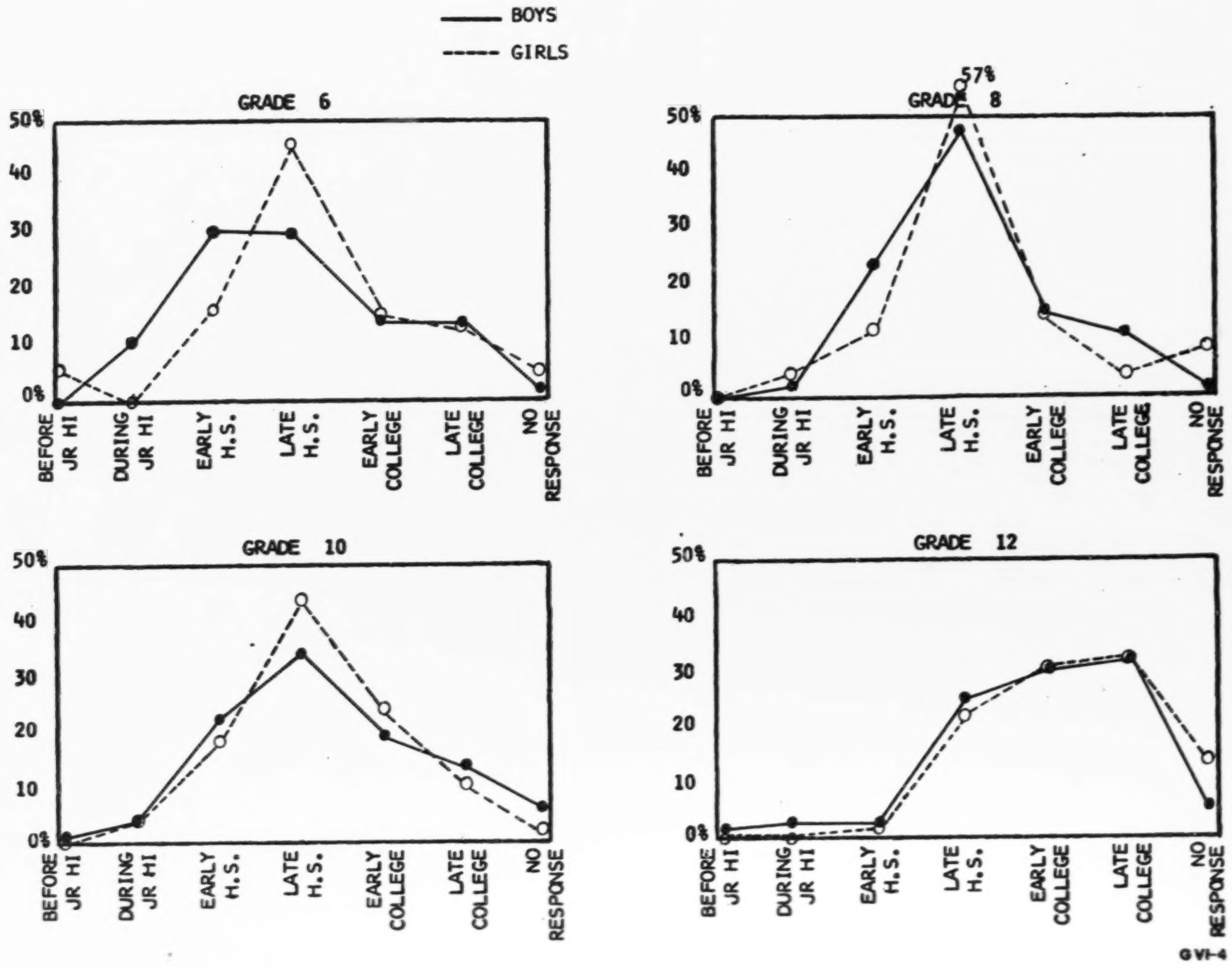






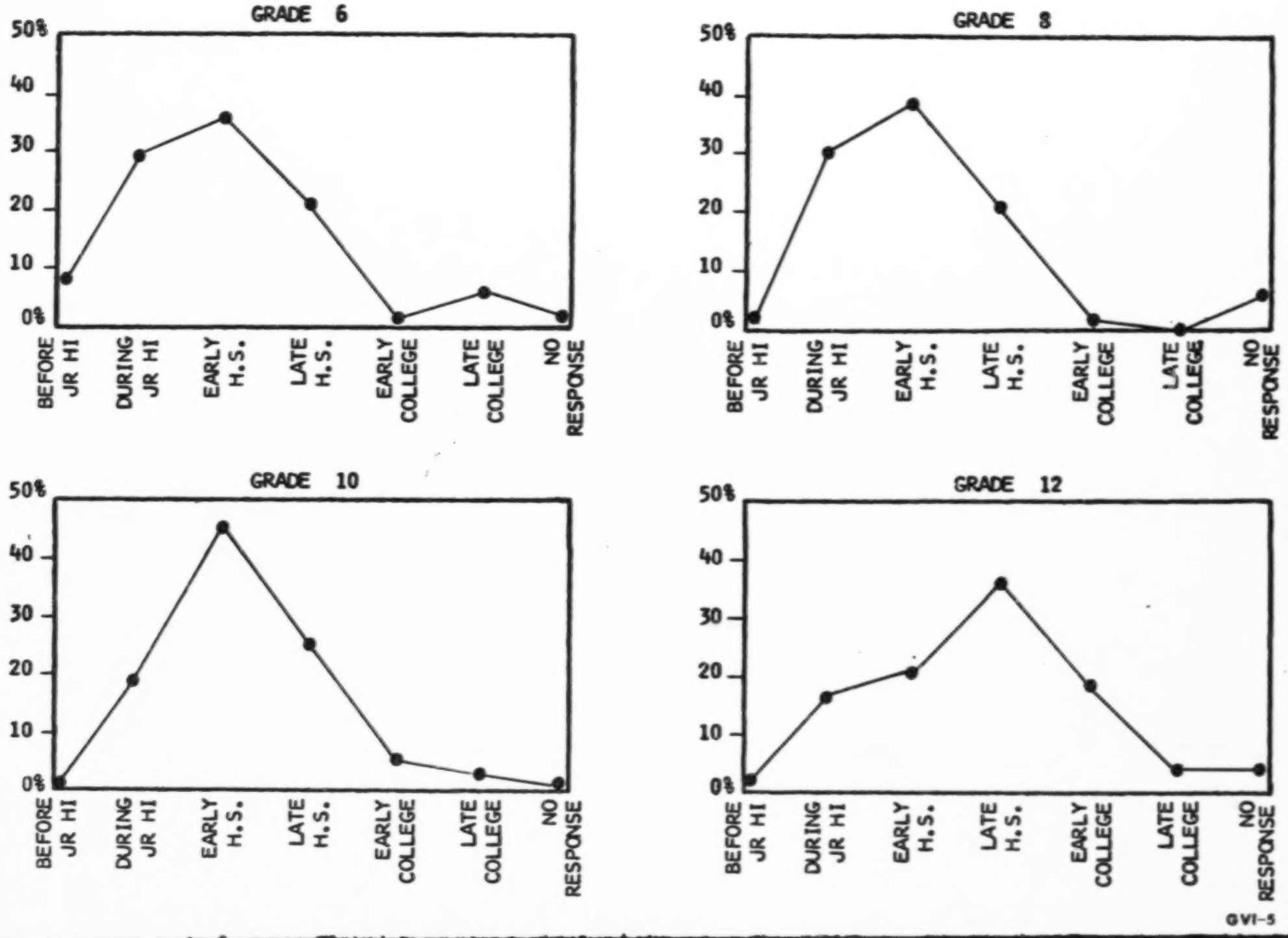


TIME WHEN STUDENTS SAY BOYS SHOULD DECIDE ON A CAREER

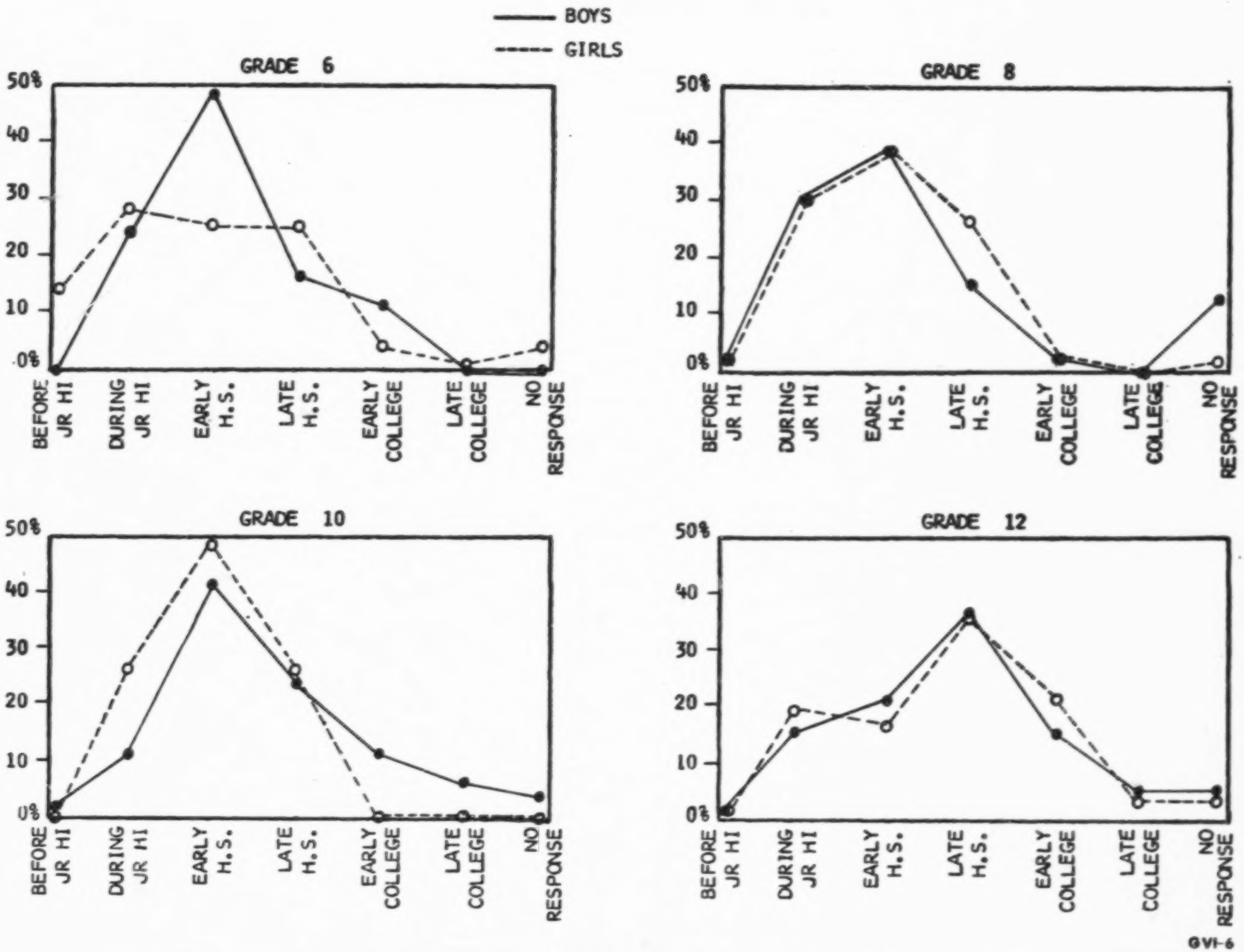


TIME WHEN STUDENTS SAY GIRLS SHOULD BEGIN EXPLORING CAREER CHOICES

—— BOYS AND GIRLS COMBINED

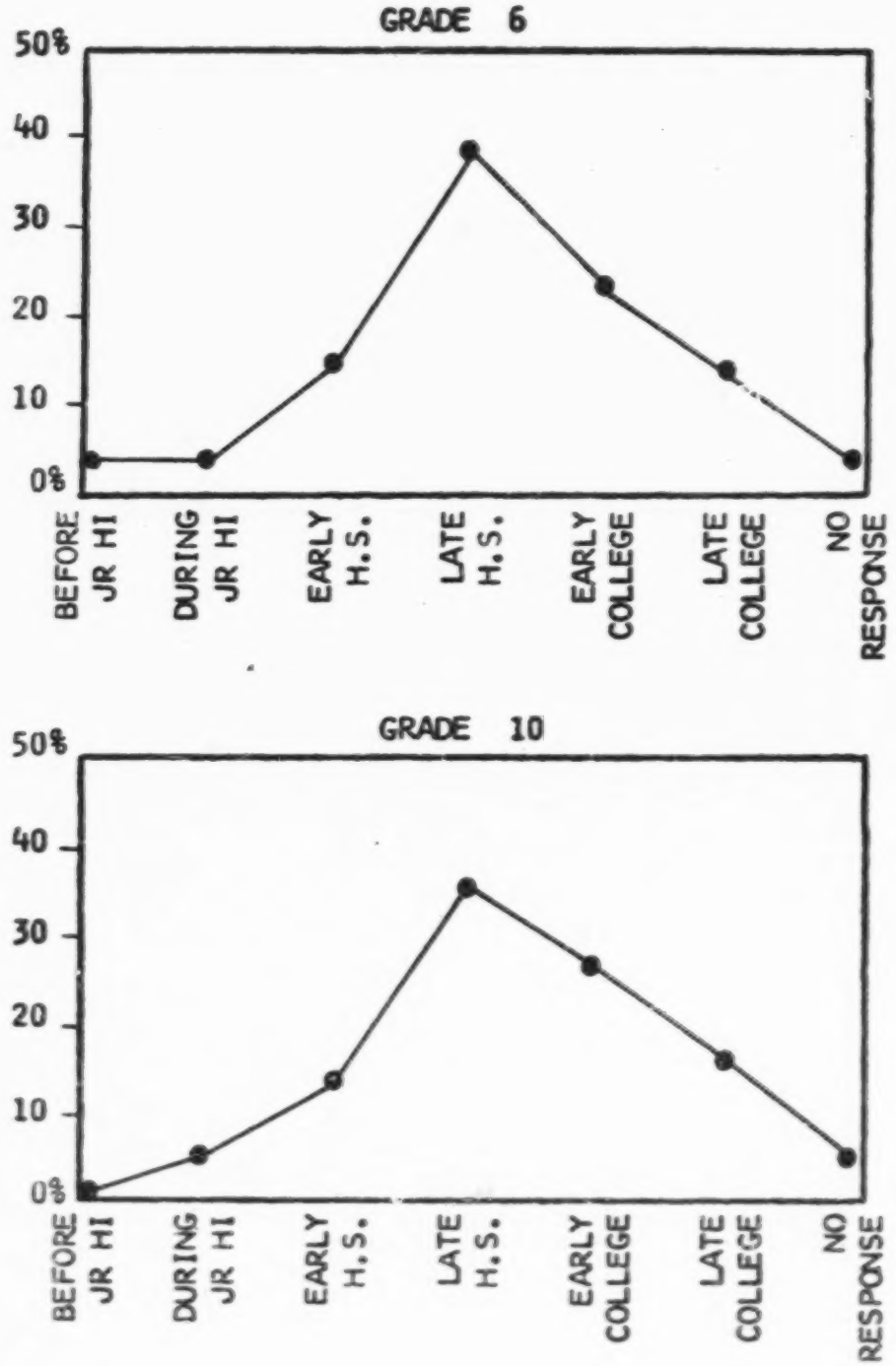


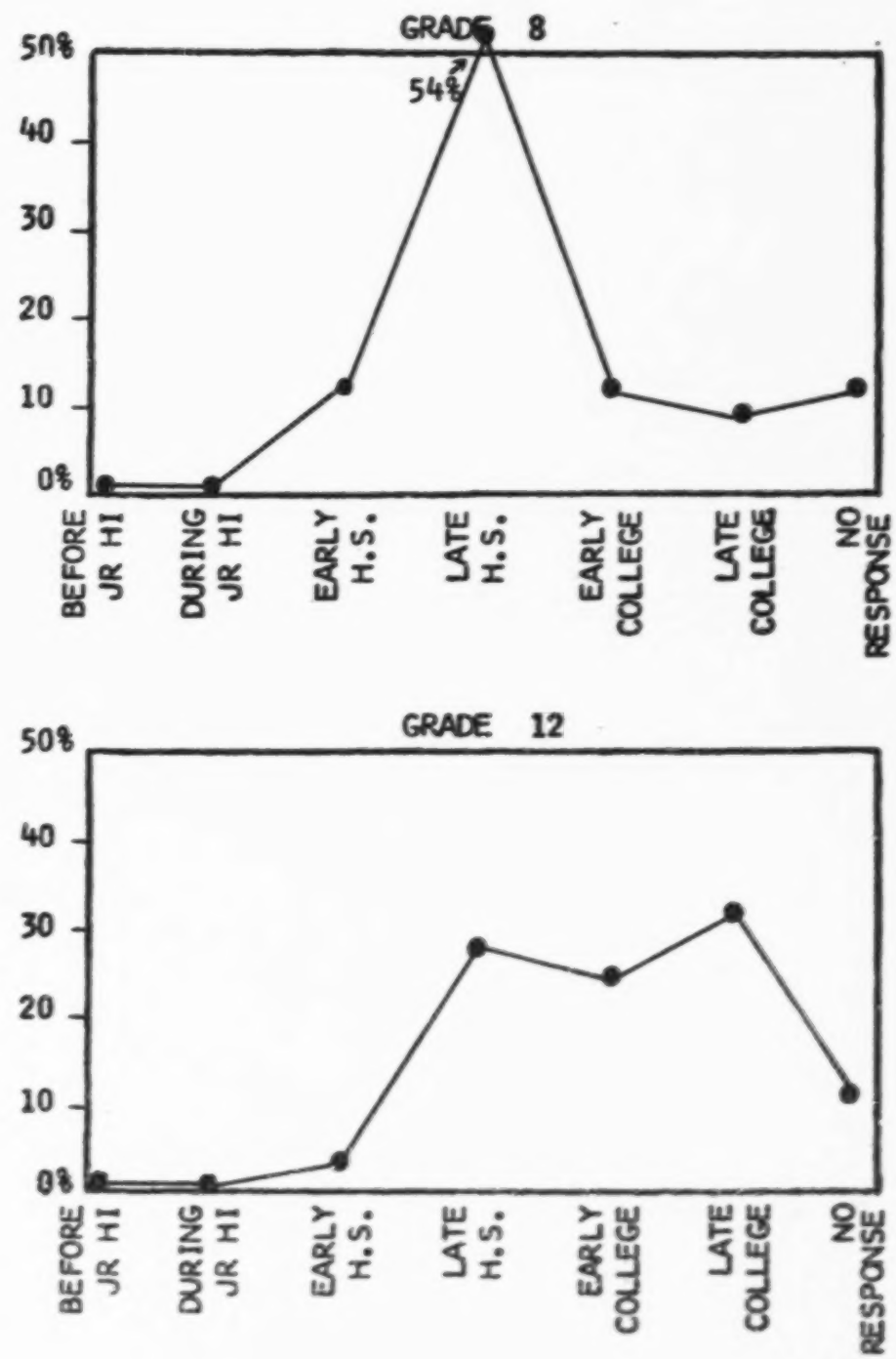
TIME WHEN STUDENTS SAY GIRLS SHOULD BEGIN EXPLORING CAREER CHOICES



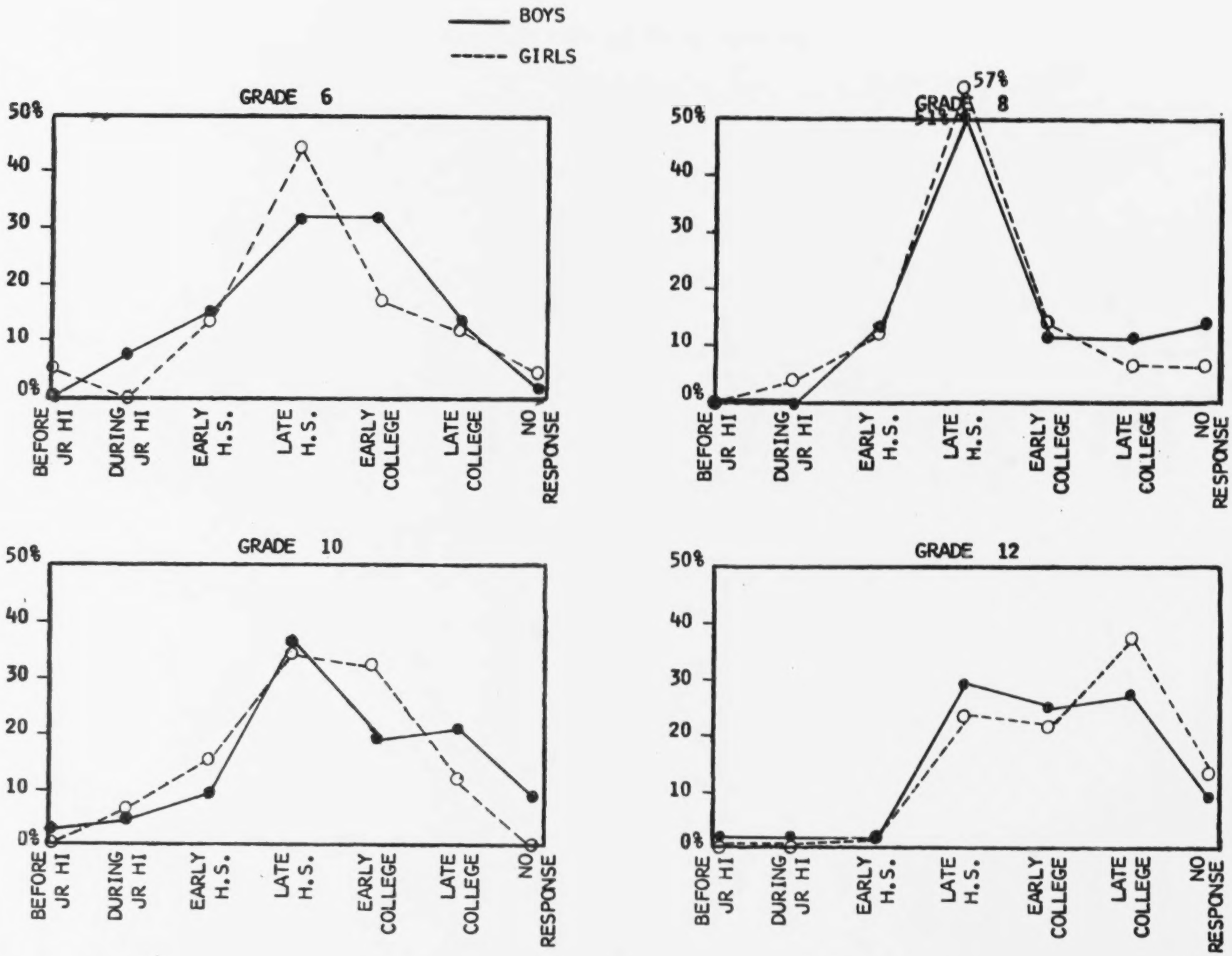
TIME WHEN STUDENTS SAY GIRLS SHOULD DECIDE ON A CAREER*

—— BOYS AND GIRLS COMBINED



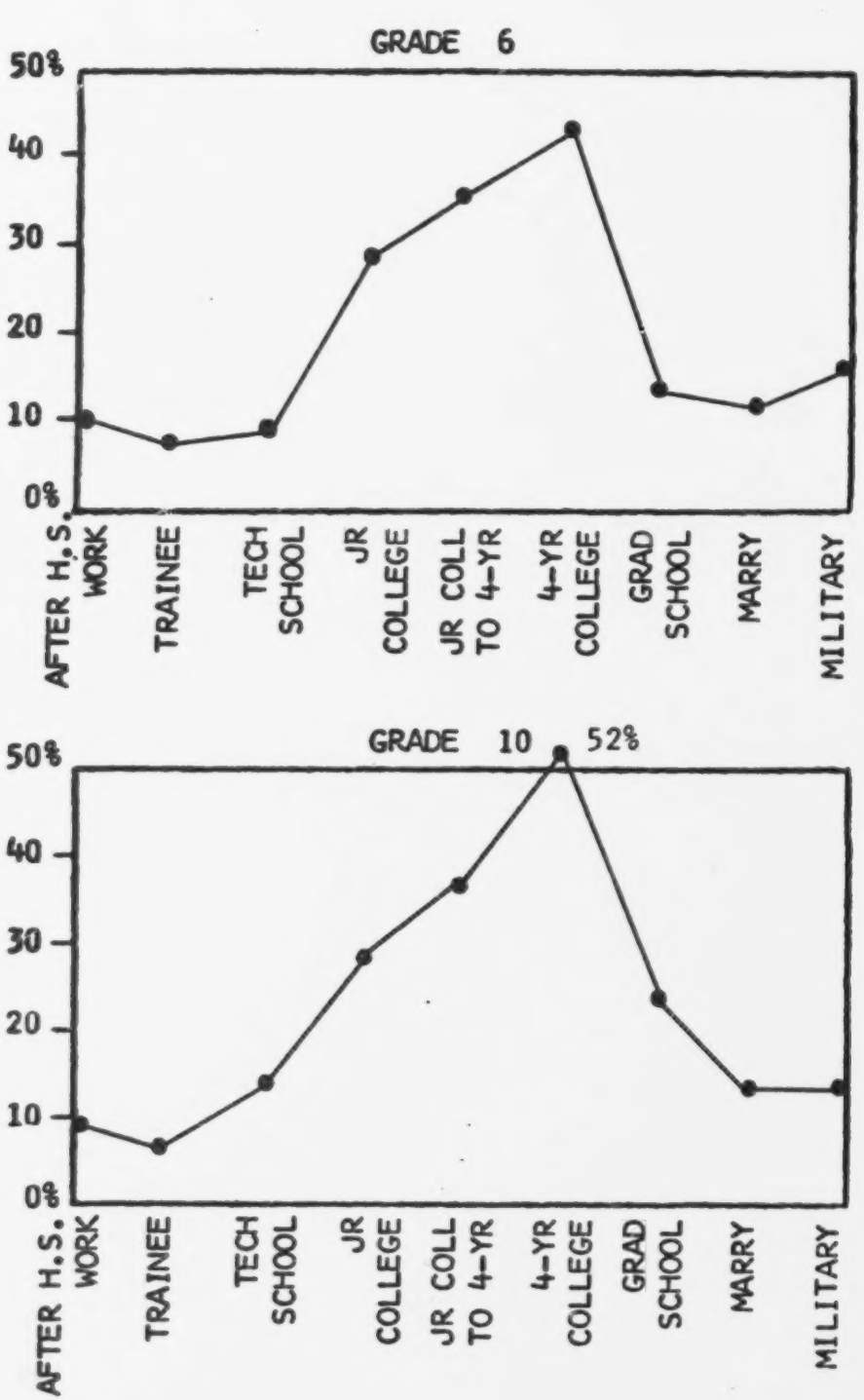


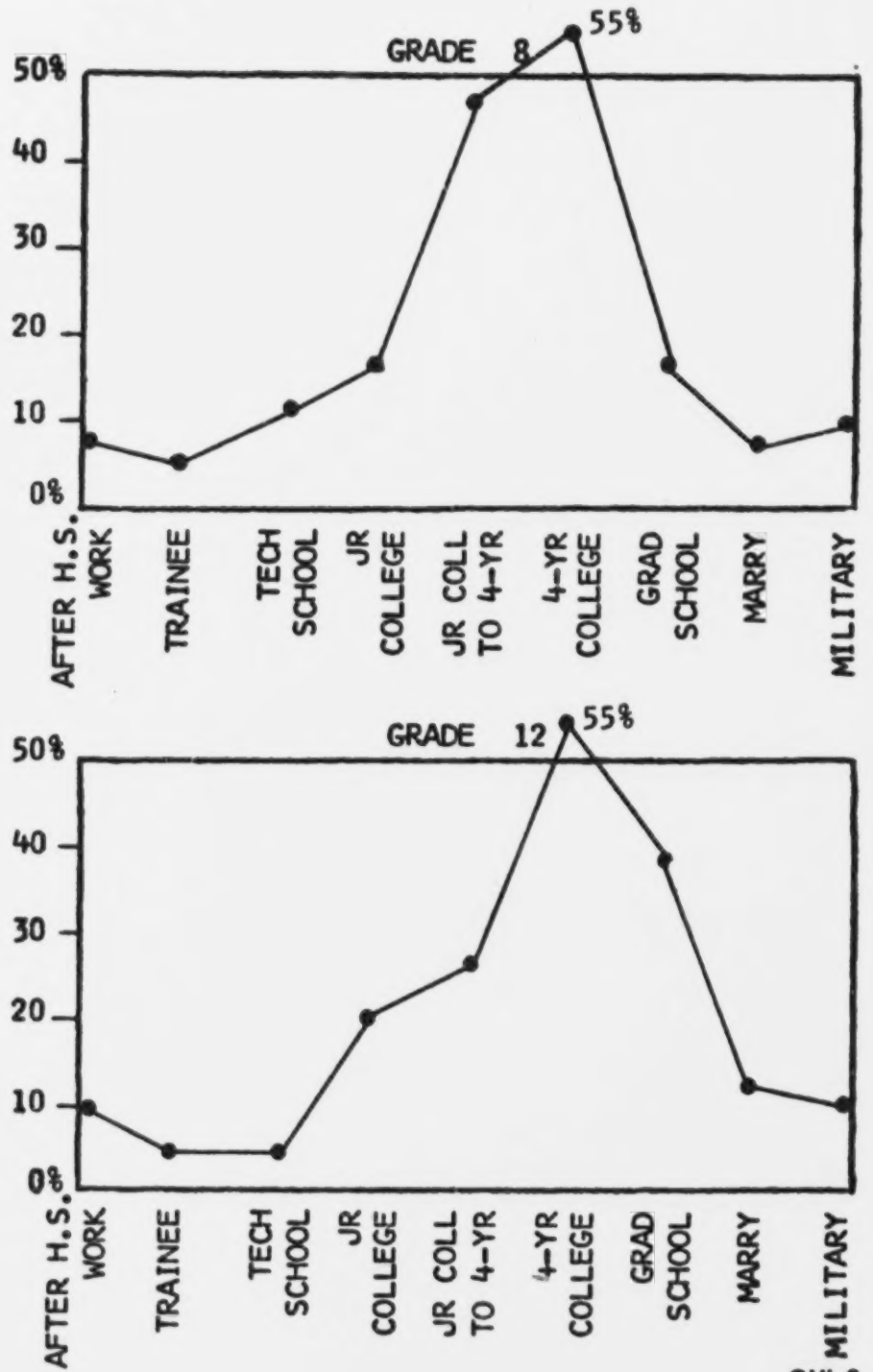
TIME WHEN STUDENTS SAY GIRLS SHOULD DECIDE ON A CAREER



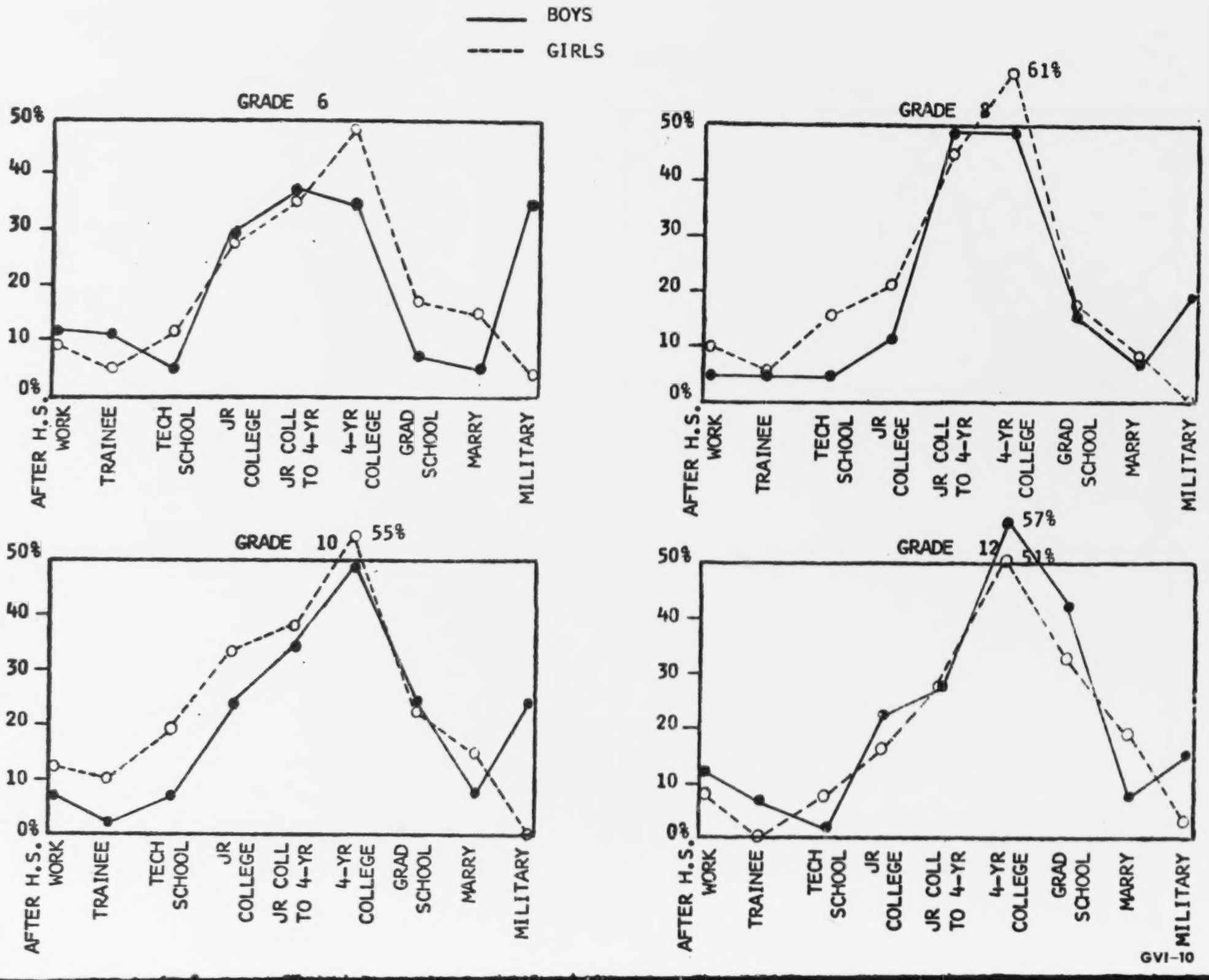
WHAT STUDENTS THINK THEY WILL DO AFTER HIGH SCHOOL*

BOYS AND GIRLS COMBINED



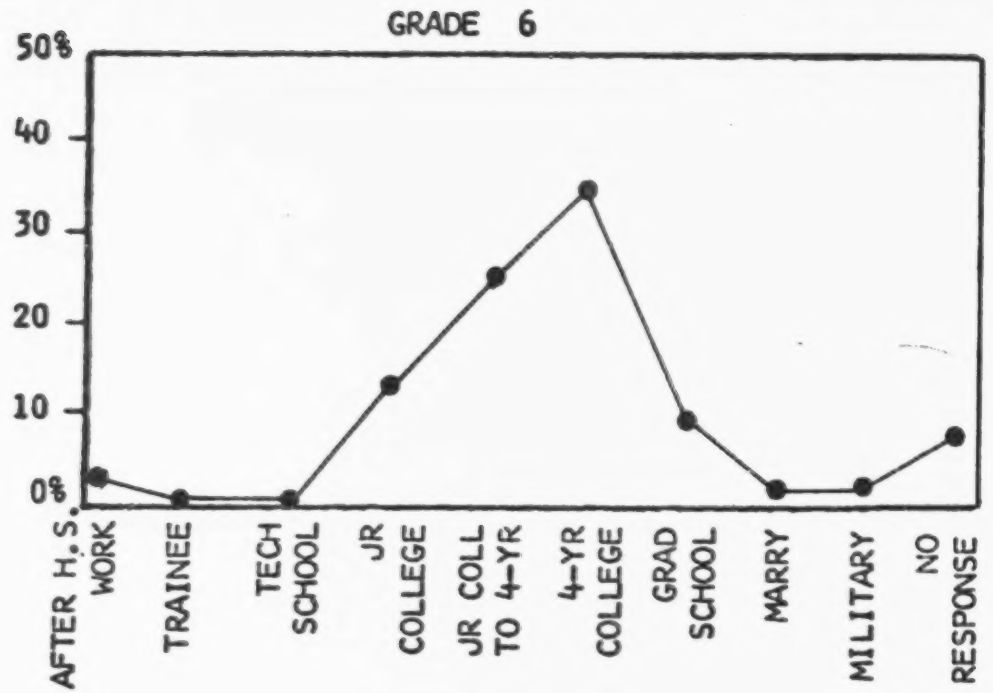


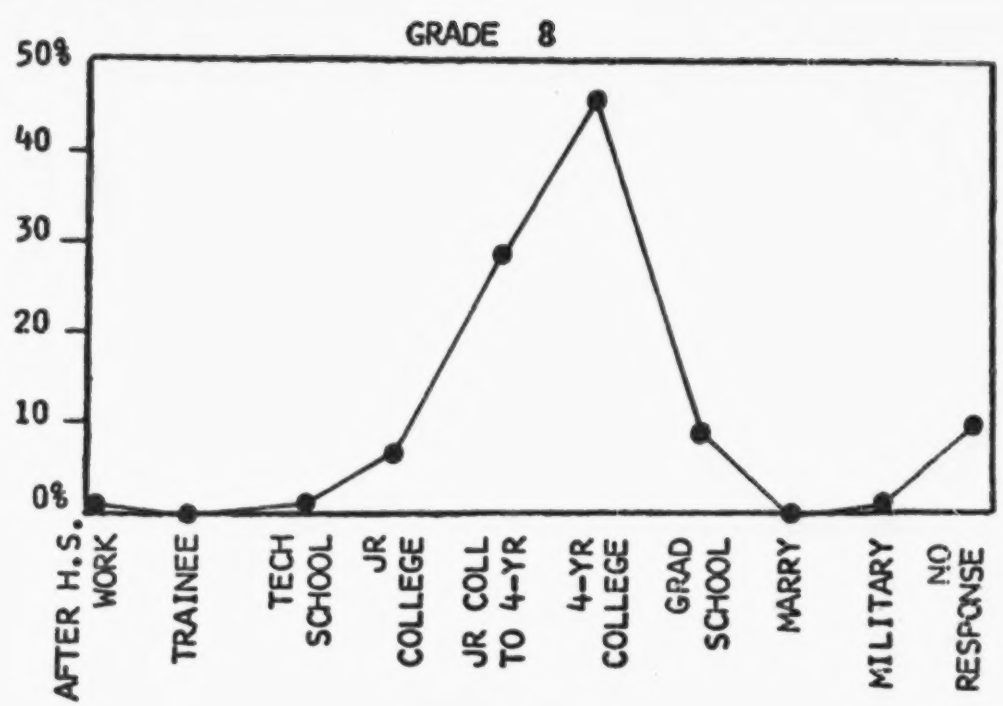
WHAT STUDENTS THINK THEY WILL DO AFTER HIGH SCHOOL

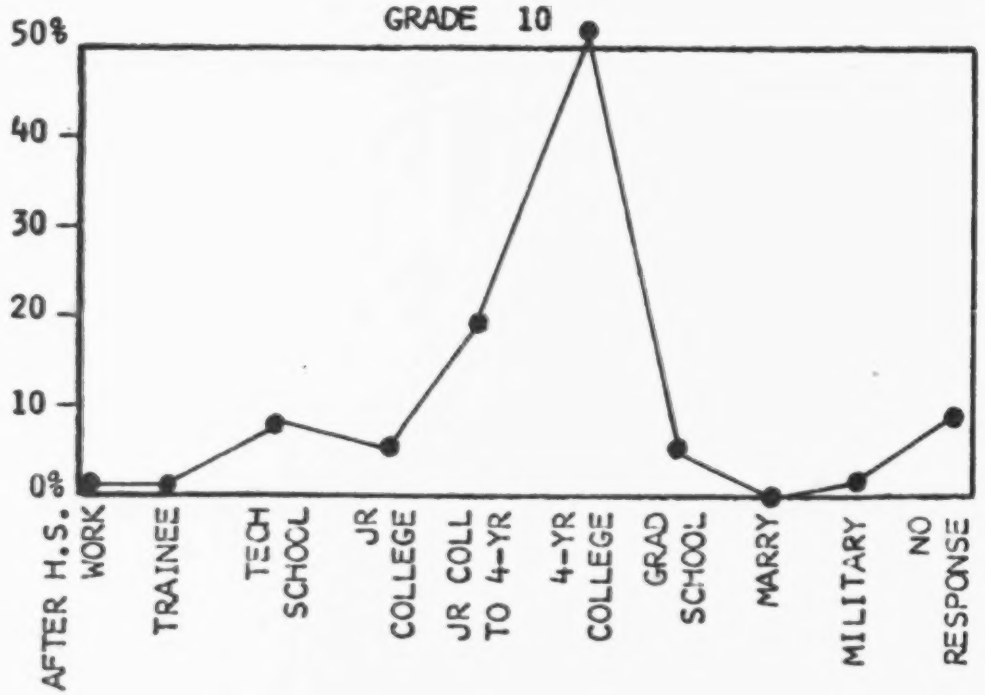


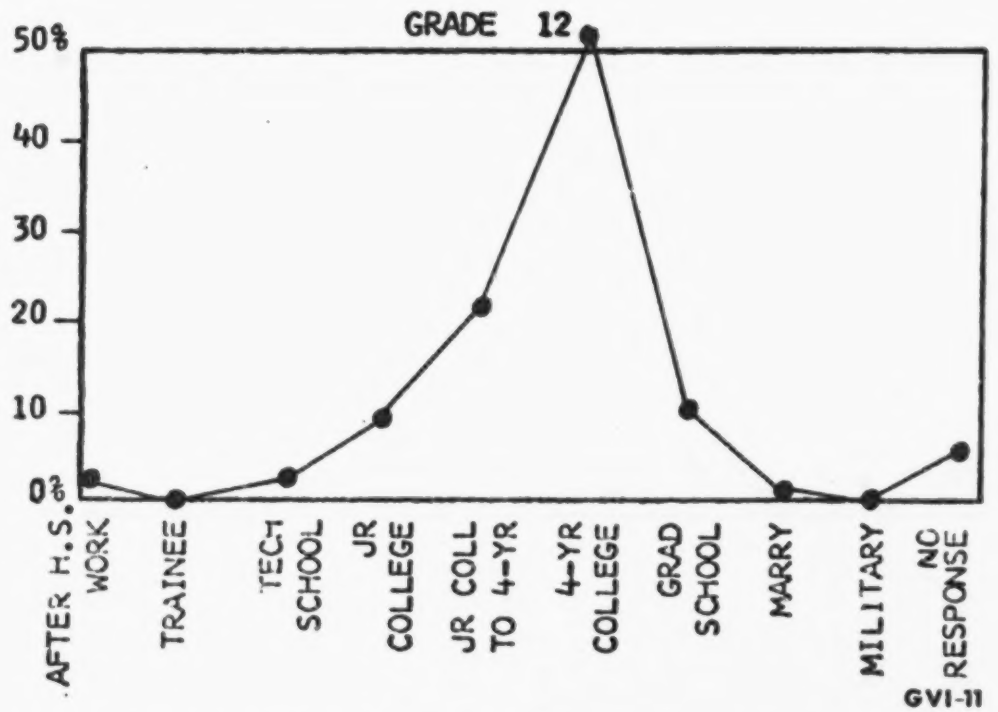
WHAT STUDENTS THINK PARENTS WOULD LIKE THEM TO DO

—— BOYS AND GIRLS COMBINED

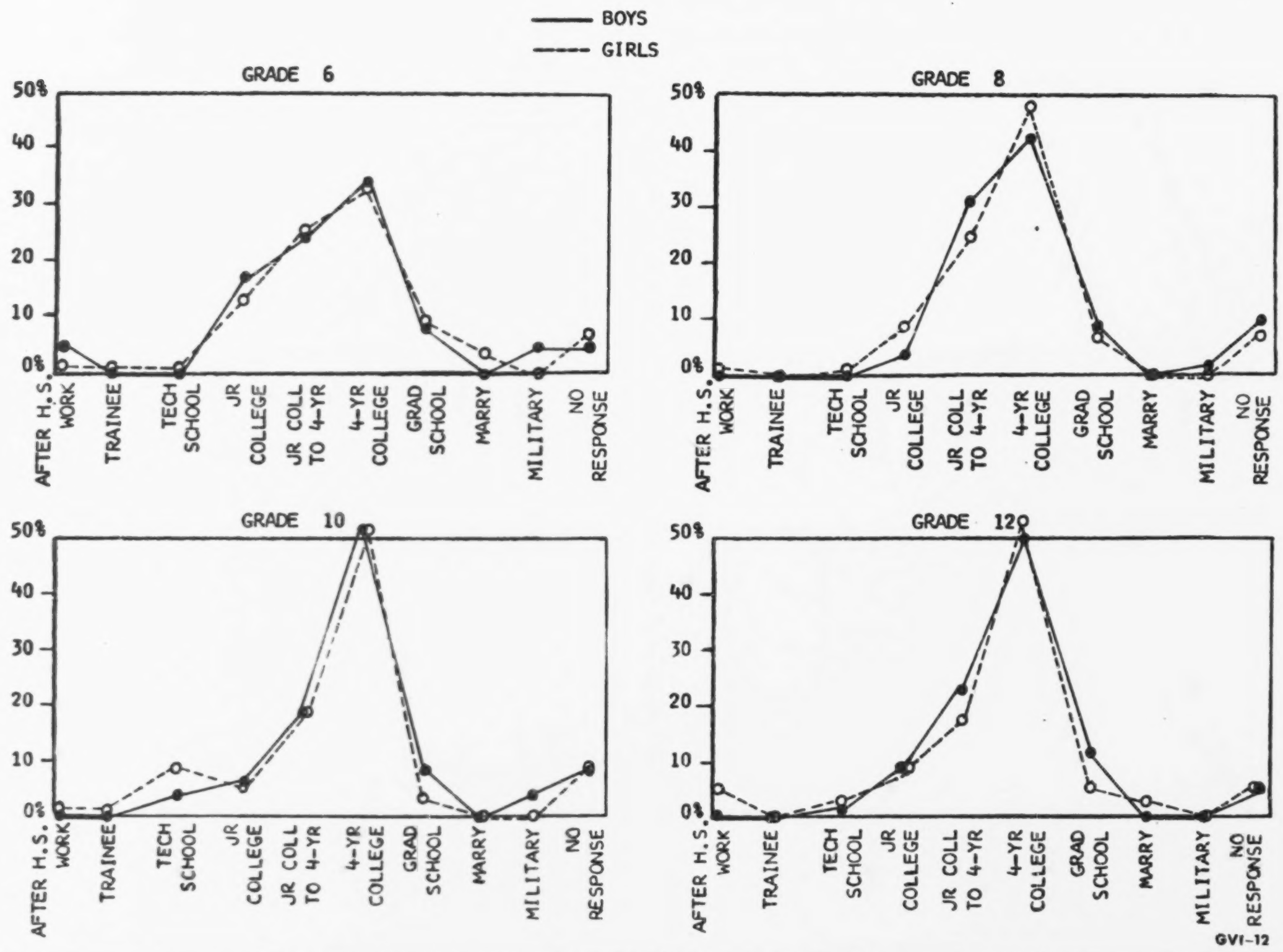








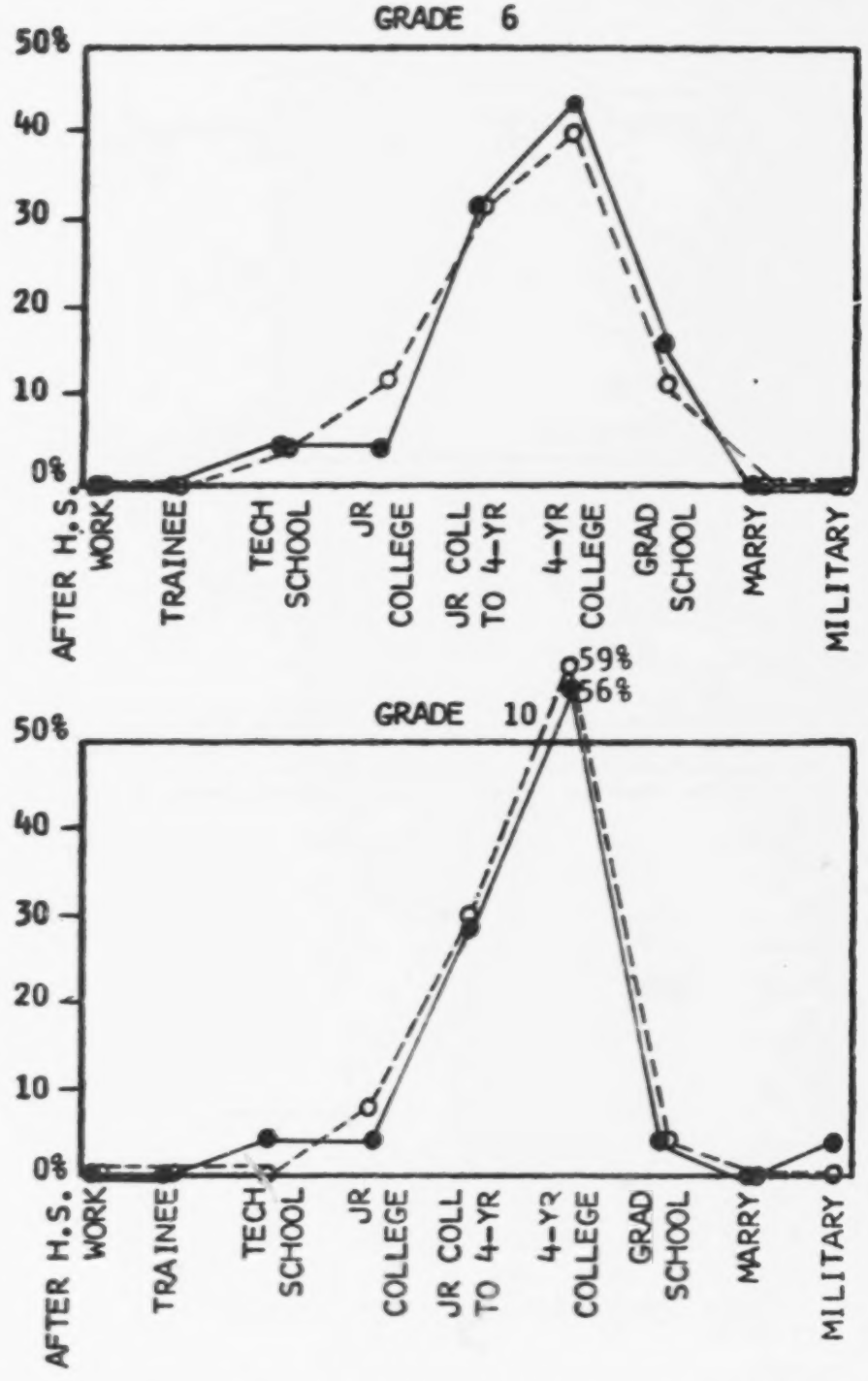
WHAT STUDENTS THINK PARENTS WOULD LIKE THEM TO DO

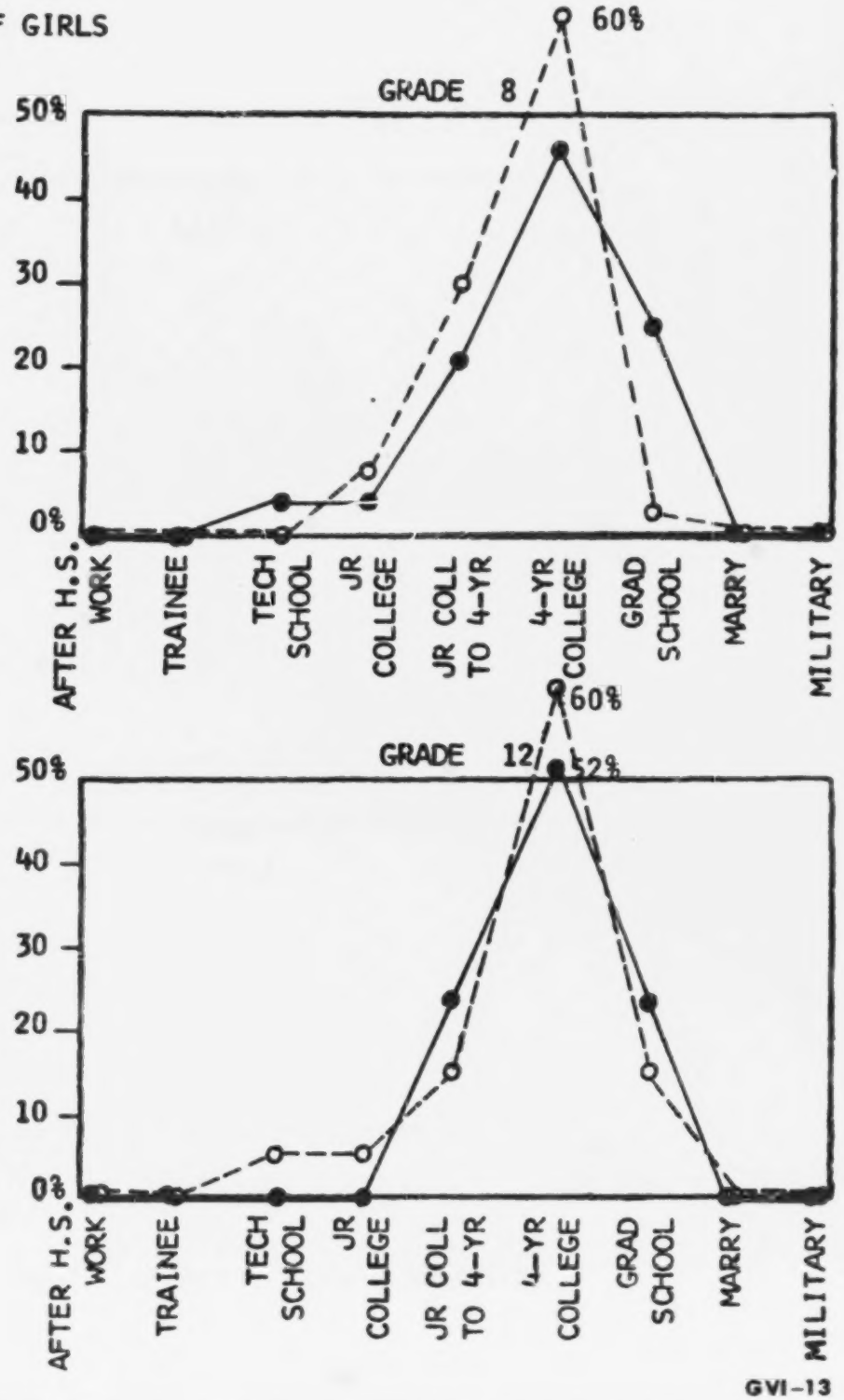


The number of parents is smaller than the number of students.

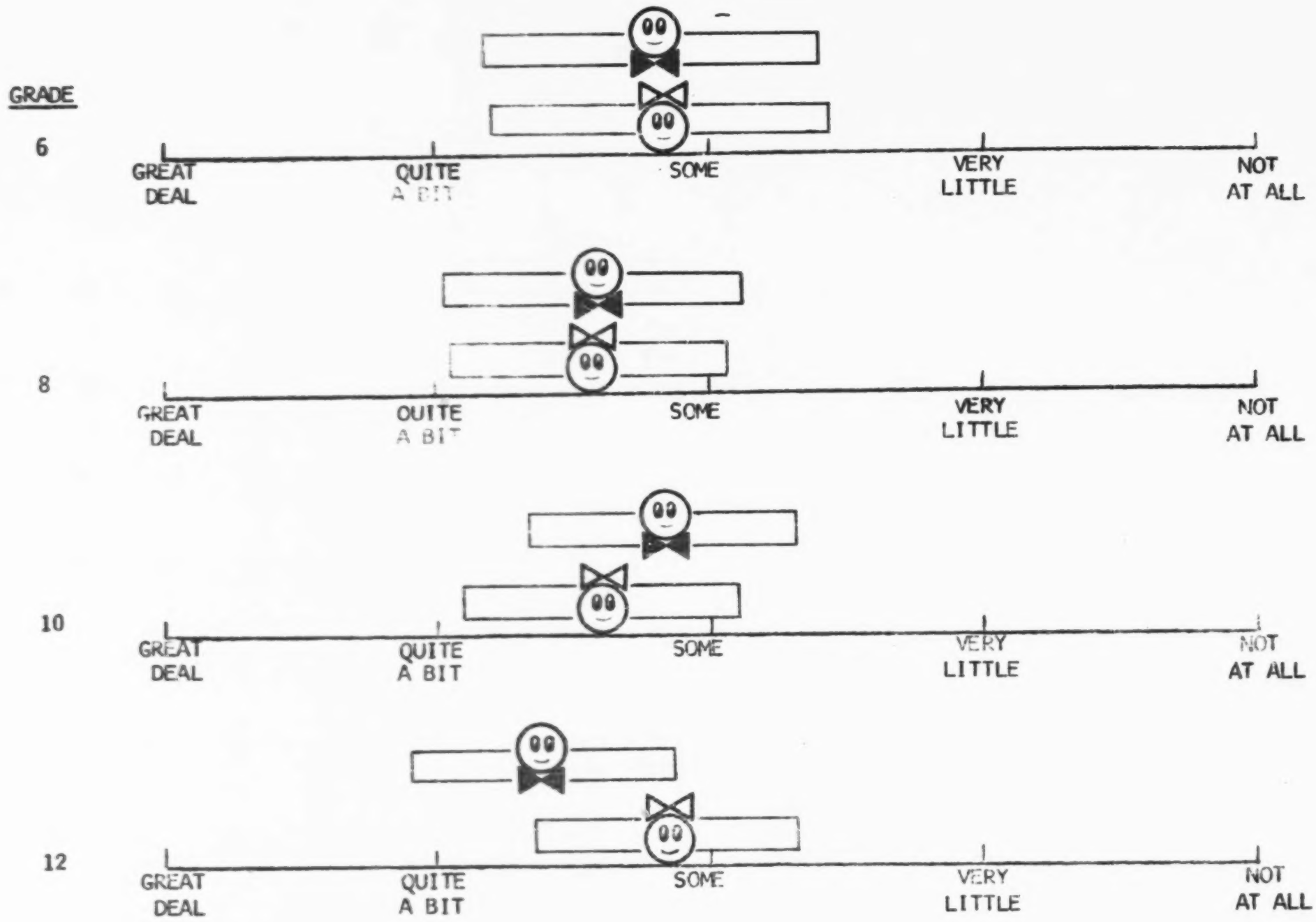
WHAT *PARENTS* WOULD LIKE BOYS AND GIRLS TO DO

PARENTS OF BOYS
PARENTS OF GIRLS



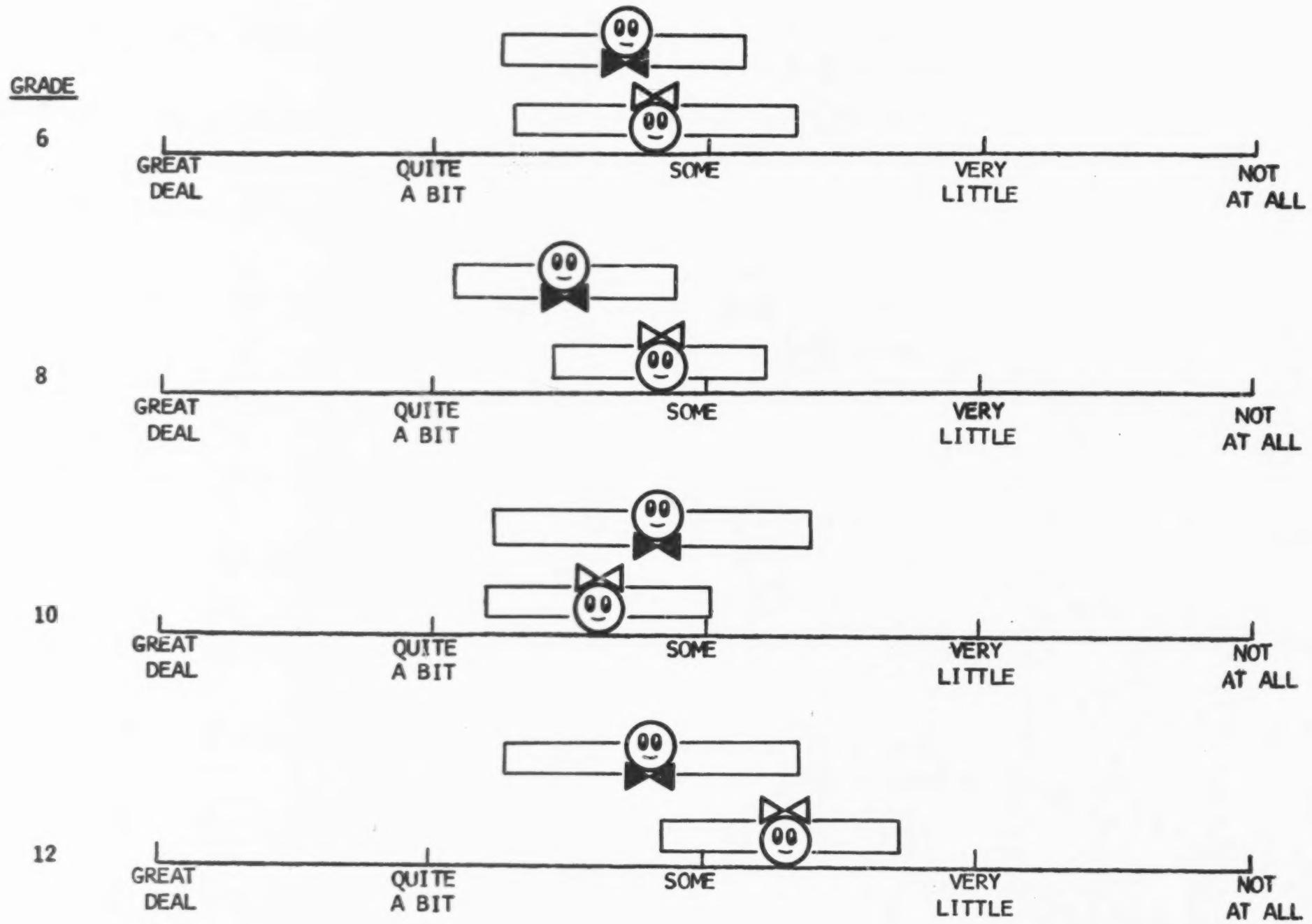


AMOUNT OF HELP STUDENTS FEEL PARENTS HAVE GIVEN ON CAREER CHOICE



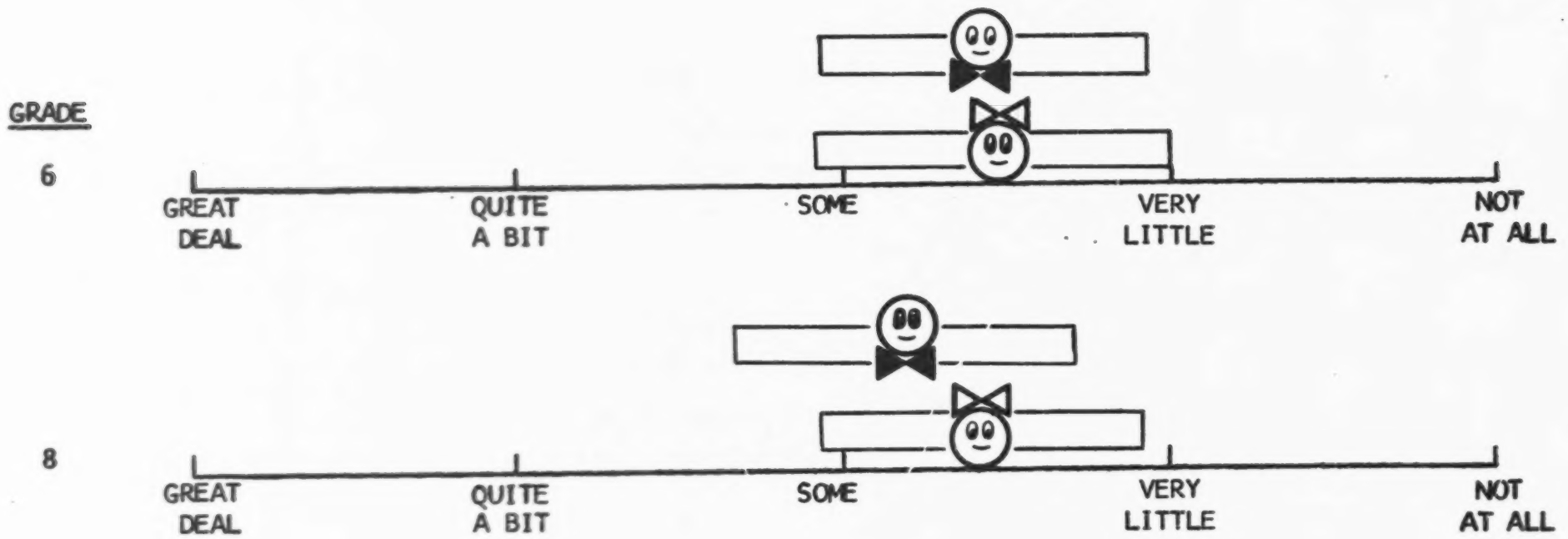
RESPONSES OF 68% OF THE STUDENTS FELL WITHIN THIS RANGE. SCORES OF OTHER STUDENTS WERE EITHER ABOVE OR BELOW THIS.

AMOUNT OF HELP STUDENTS SAY THEY WANT FROM PARENTS



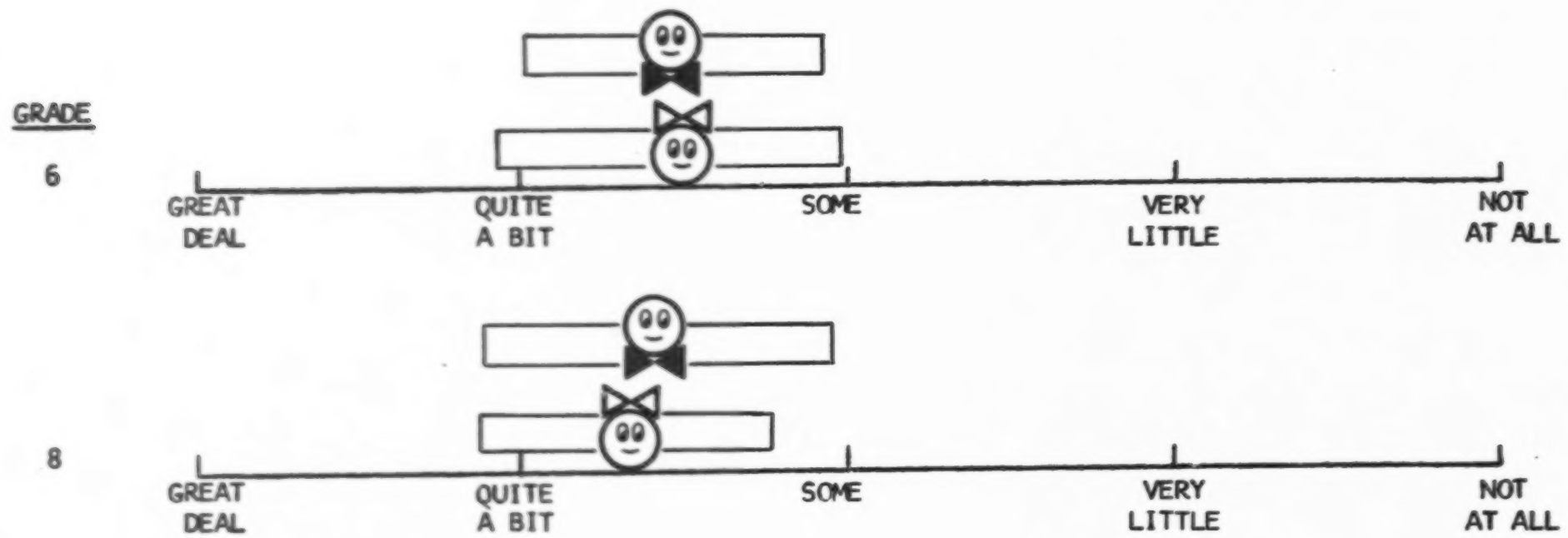
RESPONSES OF 68% OF THE STUDENTS FELL WITHIN THIS RANGE. SCORES OF OTHER STUDENTS WERE EITHER ABOVE OR BELOW THIS.

AMOUNT STUDENTS FEEL PARENTS HAVE TRIED TO INFLUENCE CAREER CHOICE



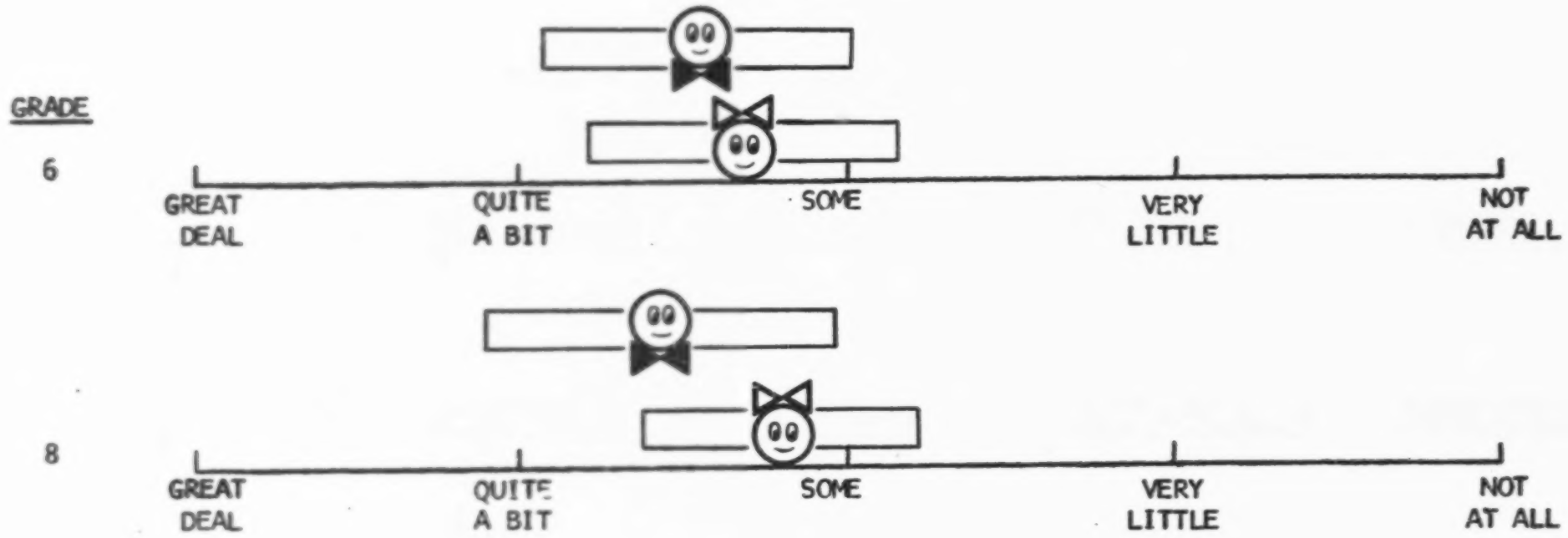
RESPONSES OF 68% OF THE STUDENTS FELL WITHIN THIS RANGE. SCORES OF OTHER STUDENTS WERE EITHER ABOVE OR BELOW THIS.

AMOUNT STUDENTS FEEL PARENTS AGREE WITH THEM ON BEST CAREER CHOICE



RESPONSES OF 68% OF THE STUDENTS FELL WITHIN THIS RANGE. SCORES OF OTHER STUDENTS WERE EITHER ABOVE OR BELOW THIS.

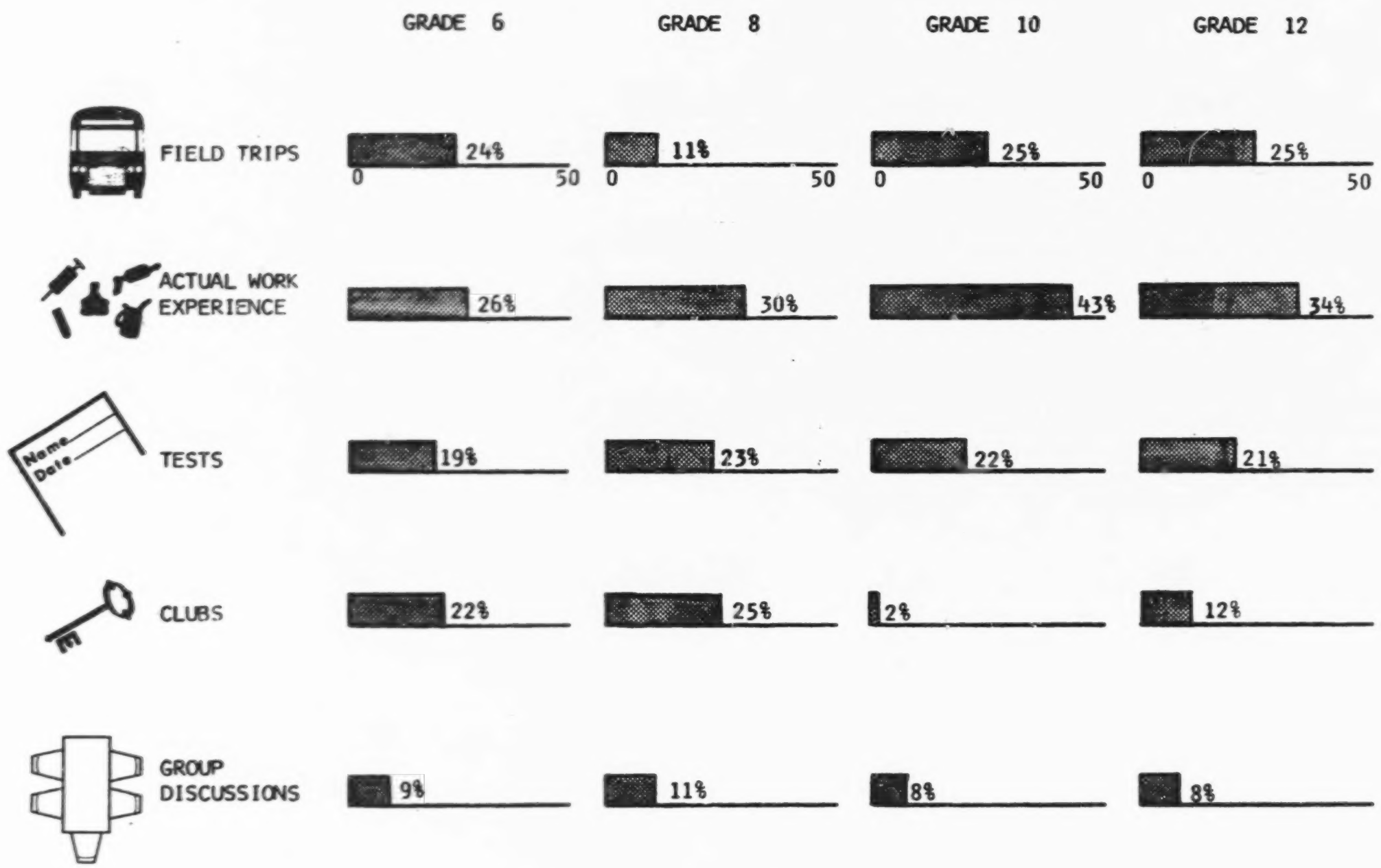
AMOUNT STUDENTS FEEL PARENTS SHOULD BE INVOLVED IN THEIR CAREER DECISIONS



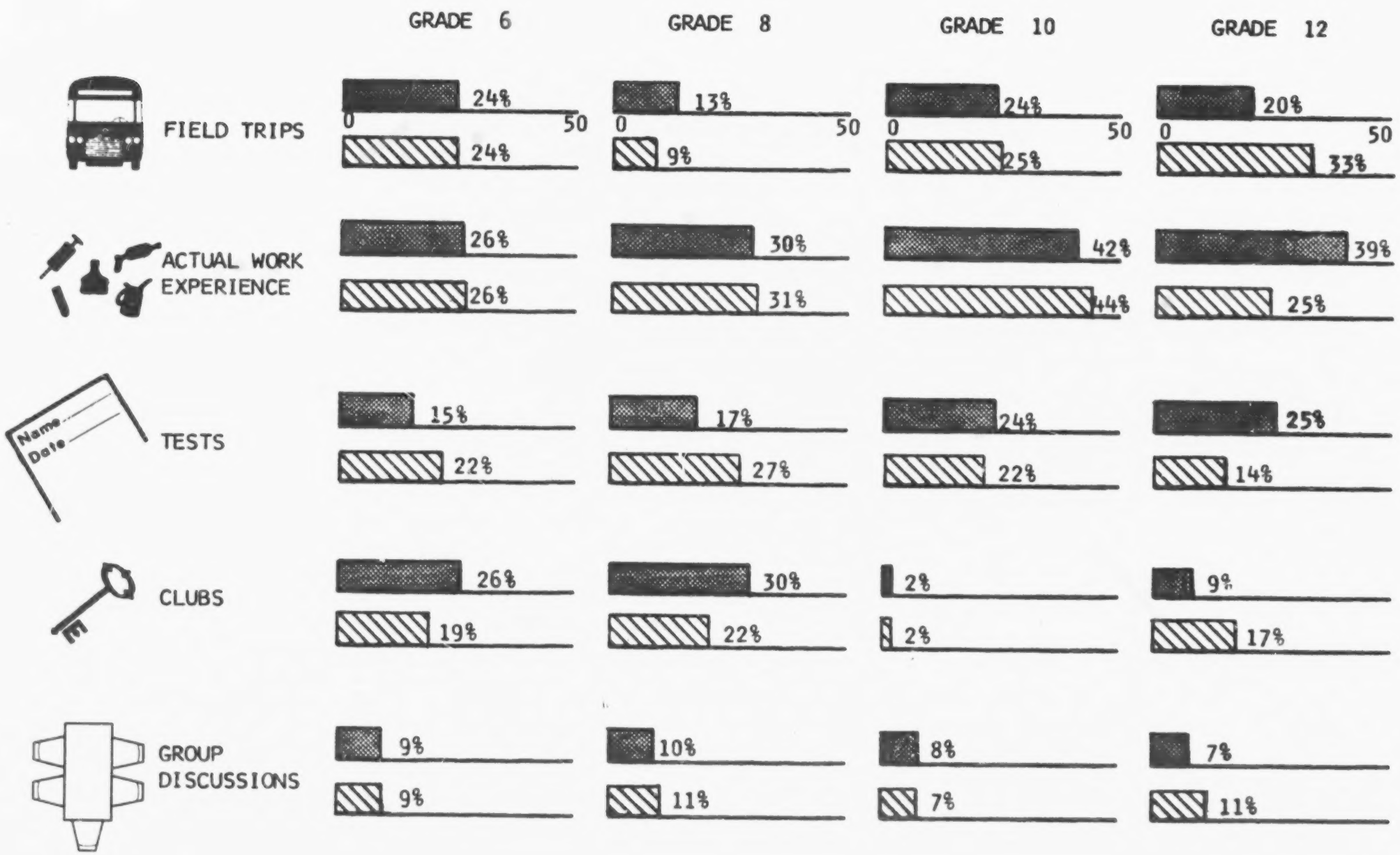
RESPONSES OF 68% OF THE STUDENTS FELL WITHIN THIS RANGE. SCORES OF OTHER STUDENTS WERE EITHER ABOVE OR BELOW THIS.

BOYS AND GIRLS COMBINED

GUIDANCE ACTIVITIES STUDENTS WOULD MOST LIKE*



GUIDANCE ACTIVITIES STUDENTS WOULD MOST LIKE



OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
2.0 RESPONDING (doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending, commitment in small measure)		
2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion) Specific behavioral response: Reads definitions and puts in own words. Possible student attitudinal response: "I will write it in my own words because I am asked to." Cognitive process demanded: Analysis Interpretation	Methodological considerations. Again, it is important to clarify students' concepts to know where they are in their thinking and what meanings they bring to the learning situation. With students for whom reading is difficult, starting with students' definitions of decision-making, either in discussion or writing, may be sufficient. It is not necessary to use the student work sheet. Highly verbal students might be encouraged to locate other definitions or to express the process as poetically as they can. Specific practices, plans, and materials. Teacher instructions. "Before we go into greater detail about reaching decisions in the realm of career planning, let's make sure what we mean by decision-making. Read these various definitions and descriptions of the decision-making process, then at the bottom, write in your own words what it means to you. Be as clear and careful in your wording as you can. You may wish to do just the opposite. Write your own definition, then read and revise your definition according to what you read. This actually may be more valuable to you. Hand in your papers when you are finished." Distribute Student Work Sheet DEFINITION OF DECISION-MAKING (VI-A, 2.1). Relationship to developmental tasks or growth needs of learner. Using language to clarify complex concepts Developing a scientific approach (via appreciation of process) Doing independent, reflective thinking	Sort papers into three piles to indicate care with which definition is done. Record on Eval. VI-A, 2.1, 2.2, 2.3.
2.2 Willingness to respond (voluntarily looks for, cooperation) Specific behavioral response: Lists new approaches Possible student attitudinal response: "I am interested in seeing how many new ideas I can think of." Cognitive process demanded: Divergent thinking	Methodological considerations. Youngsters often have excellent ideas of their own. Getting their ideas may suggest new and valuable approaches to the problems of guidance. Youngsters should have more opportunity to do original thinking about genuine problems of meaning to them. Discussion might be substituted for listing, although teacher assistance with vocabulary, along with rewards for originality of thought, may be of considerable benefit to students who feel insecure with written language. Specific practices, plans, and materials. Teacher presentation. "The school practices we considered that might assist or guide students in the decision-making process are fairly common ones. See how many new and unusual ideas you can think of besides those given in Item 12. Simply list them on this paper and you will have a chance to use them later. Remember that there is no one correct idea; you can let your mind go freely."	Observe for concentration during period for listing ideas and record the number of ideas listed (as one possible indication of involvement) on Eval. VI-A, 2.1, 2.2, 2.3.

DEFINITION OF DECISION-MAKING

VI-A
2.1

Student Work Sheet

Below are listed some definitions and descriptions of decision-making. Read them carefully. Think about what they mean to you. At the bottom of the paper you are to write in your own words what the decision-making process means to you.

To decide is to arrive at a solution that ends uncertainty or dispute about something, to make a choice or a judgment. A decision is the act or process of deciding, especially by giving judgment. (Dictionary)

Decision-making might be thought of as problem-solving or in terms of the scientific method. First, the problem must be defined. Next, data or information must be gathered. Hypotheses or hunches are formulated. Choices are made to test these hypotheses. Conclusions are drawn as a result of these tests. Then there is reflection about possible next steps. In relation to vocational decision-making, this might involve not just one choice, but a series of choices.

Vocational choice can be considered a rational decision-making situation which involves a series of progressive limitations of alternatives under conditions of uncertainty and risk. Many alternatives are eliminated during the process due to factors both within and outside of the individual. These may involve the needs and values of the individual, the influence of friends and other groups, or such factors as available money, etc..

Guidance can help the student to find order in the complexities of decision-making, help him to enrich his experience by examining it, and help him to become the conscious artist of his own career.

The process of decision-making_____

_____

_____

Signature_____

Evidence of acquiescence, willingness to respond and satisfaction in response in regard to decision-making and consideration of school guidance practices

Eval. VI-A
2.1,2.2,2.3

STUDENTS	2.1 Care in Writing Definition			2.2 Listing of Original Ideas				2.3 Enjoyment of Small Group Discussions			
	Very careful, thoughtful	Somewhat careful	Incomplete, sloppy	Concentration: Great deal	Some	Little or none	Number listed	Laughs, smiles, appears involved	Little or no expression (appears neutral)	Appears not to enjoy group or to be involved	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	Distribute papers. Relationship to developmental tasks or growth needs of learner. Establishing independence Developing self-concept as a person with worthwhile, original ideas Using written language to communicate ideas	
2.3 Satisfaction in response (enjoys discovering) Specific behavioral response: Enjoys participating in small group discussion. Possible student attitudinal response: "I am interested in communicating with my classmates on this problem and in seeing what we can produce." Cognitive processes demanded: Divergent thinking Evaluative thinking	Methodological considerations. Communication in small groups can stimulate thought and simultaneously meet the social needs of growing youngsters. Ideally, it would be desirable to try out ideas generated from such group sessions in actual guidance practices. If written communication is a problem pictorial or symbolic illustrations may be substituted for written reports from groups. Giving an oral presentation with use of pictures may facilitate speaking for those who feel uneasy about oral communication. Specific practices, plans, and materials. Teacher presentation. "You have listed your own ideas; now let's work together in small groups to see what innovations you would suggest. Suppose you were given the responsibility of setting up an ideal school vocational guidance program. What would it be like? How would decisions be made about what careers might be either explored or definitely pursued? How would it work? How could schools best assist students? What kind of help would students like? How might parents be involved? Concentrate not on what is, but upon what might be. Be original. Let's see which group can come up with the most unusual (yet workable) plan for a school vocational guidance program. Here is a chance for real team effort and group originality. You will need to organize yourselves for leadership and recording. Each group is to hand in a written report in addition to the oral presentation at the end of the period." Call for and coordinate oral presentations. Relationship to developmental tasks or growth needs of learner. Forming friendships with peers; learning to belong to peer group Using language to express ideas and influence hearers Clarifying child's world in relation to existing adult practices Identifying with age and sex mates Understanding of causal relations (guidance services to student development and decision-making)	Observe for enjoyment of participation in small groups. Record on Eval. VI-A, 2.1, 2.2, 2.3.

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
3.0 VALUING (ascribing worth to a thing, phenomenon, or behavior)		
3.1 Acceptance of a value (ascribing worth to something tentatively, with low level of certainty) Specific behavioral response: Attributes worth to building background for career planning in paper written. Possible student attitudinal response: "I feel gathering information has been of value to me because..." Cognitive processes demanded: Reflective thinking Evaluative thinking	Methodological considerations. After consideration of general guidance services, it is important to refocus on self and the meaning of these guidance experiences to them personally (the worth they attach to the activities). Since these next three writing assignments may be important summarizing experiences which serve to clarify individual thinking, it may be necessary for some students to extend time allotted for the writing and provide considerable individual assistance with vocabulary. Students with extreme difficulty might benefit more from discussion. These three activities (3.1, 3.2, 3.3) might be combined on one sheet to simplify reproduction. Specific practices, plans, and materials. Teacher presentation. "You are at some stage in the decision-making process right now--perhaps even at a very beginning stage of vaguely defining career planning as a problem. Actually, we have been involved for some time in data gathering and data analysis involving both ourselves and others, in building background for decision-making. As individuals you may differ considerably in the extent to which our class activities have seemed meaningful to you; perhaps these differences would be a reflection of how far along you are in the planning process. You have considered many things--what you are like, some past influences on your development, the kind of person you want to be, possibilities for your future, relationships between early interests and occupational preferences and between personality characteristics and career choices, sex stereotypes, occupational information, who should assume responsibility for career planning, guidance programs we'd like, etc. How valuable do you feel all of this background building for decision-making has been for you personally? Take a few moments to think about it and write out on this sheet how you feel about it." Distribute VI-A, 3.1, STUDENT EVALUATION OF BACKGROUND FOR DECISION-MAKING. Relationship to developmental tasks or growth needs of learner. Using written language to clarify thinking and communicate Establishing self as an independent decision-maker	Evaluate papers according to amount of value attached to building background for decision-making. Record on Eval. VI-A, 3.1, 3.2.

STUDENT EVALUATION OF BACKGROUND FOR DECISION-MAKING

How valuable do you feel our efforts to build background for decision-making has been for you personally? Describe as completely as possible the effect it has had on you and how you feel about assuming increased responsibility for career exploration and planning.

Signature _____

Eval. VI-A
3.1,3.2

Evidence of acceptance of and preference for decision-making responsibility

STUDENTS	3.1 Student Evaluation: Value Attached to Background for Decision-making			3.2 Student Preference: Desire to Assume Increased Responsibility			3.2 Student Preference: Interest and Desire to be Involved			
	High	Moderate	Little or none	Strong	Moderate	Weak	Strong	Some	Little or none	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
3.2 Preference for a value (between acceptance and commitment; seeks out knowledge, pursues, wants it) Specific behavioral response: Expresses desire to be involved and values decision-making in paper written. Possible student attitudinal response: "I want to be involved in decision-making because it is worthwhile to me." Cognitive processes demanded: Evaluative thinking	Methodological considerations. Again, students need to take a stand, to express their attitude toward decision-making. Since this is a private matter, writing seems most appropriate. Encourage honest responses, rather than "expected" ones. Point out the normality of individual differences. Specific practices, plans, and materials. Teacher introduction. "You have evaluated what we have done so far in trying to help prepare you for effective decision-making. Now take this second sheet, STUDENT PREFERENCES RELATIVE TO DECISION-MAKING (VI-A, 3.2), and ask yourselves where you want to be at this stage of the game and how much responsibility and initiative you really want to assume at this time." Distribute papers. Relationship to developmental tasks or growth needs of learner. Using written language to clarify and communicate thought and attitude Establishing one's self as an independent person (capable of self-direction) Formulating a workable belief and value system	Evaluate in terms of desire to assume responsibility for decision-making and desire to be involved. Sort papers into three piles and record on Eval. VI-A, 3.1, 3.2
3.3 Commitment to a value (conviction, certainty, acts to further belief, tries to convince others) Specific behavioral response: Takes a stand regarding involvement in decision-making and indicates action to support this stand. Possible student attitudinal response: "I am doing...and I intend to..." Cognitive processes demanded: Analysis Reflection Synthesis	Methodological considerations. Here, something must be provided to elicit action. Again, encourage honest response. Specific practices, plans, or materials. Teacher instruction. "Actions sometimes speak louder than words. This third sheet, STUDENT ACTIONS AND INTENTIONS RELATIVE TO DECISION-MAKING PROCESS (VI-A, 3.3), asks you to focus upon what you actually are doing and plan to do. Part of it is essay and part of it consists of questions for which you are to check answers. You may wish to read over all three papers before you hand them in." Relationship to developmental tasks or growth needs of learner. Establishing one's self as an independent individual in an adult manner Formulating a workable belief and value system	Record questionnaire responses on Eval. VI-A, 3.3(a) and sort essays on the basis of active orientation and intention to act and record on Eval. VI-A, 3.3(b).

STUDENT PREFERENCES RELATIVE TO DECISION-MAKING

Where do you want to be at this time in the decision-making process? How much responsibility and initiative do you want to assume at this time? Describe as completely as possible how much you value concern with the process of career planning in relation to other concerns of importance to you.

Signature_____

STUDENT ACTIONS AND INTENTIONS RELATIVE TO DECISION-MAKING PROCESS

Describe what you are doing about career exploration beyond our class activities and what you predict about your future involvement in this. What do you intend to do (and when) to take you farther along in the decision-making process?

Check the following to indicate how you feel right now:

(1) To what extent are you actively involved in career exploration right now?
Deeply involved_____ Somewhat involved_____ Slightly involved_____

(2) To what extent do you discuss career plans with your friends?
Great deal_____ Some_____ Very little_____

(3) To what extent are you open and alert to unusual occupations?
Very alert_____ Somewhat alert_____ Not very alert_____

(4) How much do you enjoy thinking about future work of some kind?
Great deal_____ Some_____ Very little_____

(5) How much effort do you feel you will exert to explore or prepare yourself for the particular career preference you are entertaining at this time?
Great deal_____ Some_____ Very little_____

Signature_____

Evidence of commitment to career decision-making process

Eval. VI-A
3.3(a)

3.3

Questionnaire Items Checked

STUDENTS	(1)Active Involvement			(2)Discusses Plans with Friends			(3)Alert & Open to Unusual Occupations			(4)Enjoys Thinking About Future Work			(5)Effort to be Exerted In Future			
	Deep	Some	Slight	Great deal	Some	Very little	Very	Some-what	Not very	Great deal	Some	Very little	Great deal	Some	Very little	

Evidence of commitment to career decision-making process

Eval. VI-A
3.3(b)

3.3
Essays

STUDENTS	Active Orientation			Intention to Act			
	Great deal	Some	Little or none	Strong	Moderate	Weak	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
1.0 RECEIVING (attending, becoming sensitized to stimuli)		
1.1 Awareness (develops some consciousness of but may be without specific discrimination) Specific behavioral response: Lists examples of values. Possible student attitudinal response: "I understand generally what the term 'value' means." Cognitive processes demanded: Recall Discrimination	Methodological considerations. Start with analysis of youngsters' existing concepts of value. Adults cannot assume there is common meaning for such a broad term. Becoming aware of discrete examples of values may lead students to a more general understanding. For some students discussion may be easier than listing and verbal interaction also might provoke thought. Pictures can be used to stimulate discussion. Specific practices, plans, and materials. Teacher presentation. Distribute blank papers. "Regardless of the degree of involvement you feel at present in career exploration, a vital factor in such an important area of decision-making is clarifying the values which seem most important to you. When you value something you consider it to be of worth or importance or to be useful. You clarified your personal values to some extent when you considered the kind of person you would like to be and what work you would like to be doing ten years from now. In order to see what 'value' means to you, make a list of some of the things you value." After papers have been handed in, discuss some of their examples. Relationship to developmental tasks or growth needs of the learner. Making finer conceptual distinctions Using language to clarify complex concepts Preparation for formulating a workable belief and value system Establishing independence	Record on Eval. VI-B, 1.1, 1.2, 1.3, whether or not they were able to give examples of values.
1.2 Willingness to receive (develops tolerance for, gives attention to) Specific behavioral response: Reads notes on values, possibly writes on sheet	Methodological considerations. Youngsters need to be motivated regarding the importance of considering values. They may respond to an opportunity to identify with adults intellectually; it may be a challenge to them to see what they can do with "adult" reading material. Having confidence in their ability to understand these materials may enhance their intellectual self-concepts. For students with limited reading ability, however, it may be better for them simply to listen to the teacher explain the ideas conveyed on the reading sheet, NOTES ON VALUES.	

Evidence of awareness, willingness to respond, and controlled or selected attention to the role of values in career decision-making

Eval. VI-B
1.1,1.2,1.3

STUDENTS	1.1 Can Give Examples of Values		1.2 Concentration on Reading Notes			1.2 Makes Notes; Writes Questions		1.3 Behavior During Discussion		
	Yes	No	Great deal	Some	Little or none	Yes	No	Participates; appears interested	Appears neutral	Appears disinterested does not pay attention

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I will read this to see why values are important to career planning." Cognitive processes demanded: Interpretation Reflection	Specific practices, plans, and materials. Teacher introduction. "In order that you understand the importance of values in relation to vocational decision-making, I have prepared a brief reading sheet for you from two references on career development that generally are used only by adults. It consists of some direct quotations and statements put in simpler terms than those used in the books. Read them carefully. You may make any notes or write any questions that occur to you right on this sheet." Distribute reading sheet, NOTES ON VALUES (VI-B, 1.2) Relationship to developmental tasks or growth needs of learner. Clarifying adult world in relation to child world Understanding of causal relations (values in decision-making) Preparatory to establishing own value system Learning to use written language for acquiring ideas and perspective	Observe for concentration on reading, making notes, or writing questions, and record on Eval. VI-B, 1.1, 1.2, 1.3.
1.3 Controlled or selected attention (is on alert for, control of attention despite competing or distracting stimuli) Specific behavioral response: Attends to or participates in large group discussion. Possible student attitudinal response: "I will concentrate upon the discussion to more fully understand the importance of values to career planning." Cognitive processes demanded: Application Divergent thinking	Methodological consideration. It is necessary to diagnose the extent to which students actually do gain meaning from this reading sheet. Asking them to apply and think of concrete examples may provide the teacher this insight, thereby allowing a start from where the students actually are. Specific practices, plans, and materials. Teacher introduction. "Now that you have read this material, let's talk for a few moments about what it means. Let's see how many examples we can think of to illustrate the impact of values upon vocational choices as described in this reading sheet. What ideas came to your mind as you read it? Relationship to developmental tasks or growth needs of learner. Learning to use language actually to exchange ideas or influence hearers Using language to clarify complex concepts Applying general concepts or principles to the particular Achieving higher level reasoning Preparing to accept one's future role in manhood or womanhood as a responsible citizen of the larger community Becoming an independent thinker	Observe for attention to group discussion and record on Eval. VI-B, 1.1, 1.2, 1.3

NOTES ON VALUES

From Ginsberg, E., and others, Occupational choice. New York: Columbia University Press, 1951.

The foundation for an effective occupational choice must lie in the values and goals of an individual, for it is these which enable him to order his current achievement with reference to the future. The essential element in occupational decision-making is the effective linking of present action to future objectives. Certainly, capacities and interests must be considered, but the individual will not make an effective occupational choice unless he has support from his value scheme.

From Katz, Martin, Decisions and values, A rationale for secondary school guidance. New York: College Entrance Examination Board, 1963.

The student needs to recognize "the range of values in the culture and to bring his own choice of values into full consciousness -- to lay his values on the line when he is making choices." (p. 58)

Developing an awareness of values gives students greater freedom of choice (p. 58).

Values come from family (expectations and socioeconomic status), from friends, school, and community (p. 16).

Values are directly related to needs, which are motivating forces (often unconscious) or inner drives for which satisfaction is sought (p. 16).

Values are an integral part of the self-concept and a key to it. They relate many of an individual's characteristics, habits, and judgments to one another, and influence the formation of new judgments, attitudes, and habits (p. 17).

"If values are truly the major synthesizing element in decision-making; if they order, arrange, and unify the student's perceptions of traits and social forces; if they muster these perceptions for a particular decision or for a mode of choosing -- then indeed the student's exploration and examination of values must be of prime concern for guidance" (p. 17).

Values are likely to change, which may throw the value system temporarily out of balance. Although it is important to develop a consistent system of values, the system should not "freeze" (p. 18).

Students should not wait for maturity before undertaking a consideration of values; many decisions in early adolescence are value decisions. Students should be helped to make their values -- and potential conflicts -- explicit or clearly expressed (p. 18).

Individuals must be helped to see themselves in the culture. The first question should be, where have my values come from? The second, where are they taking me? (p. 22)

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
2.0 RESPONDING (doing something about phenomenon besides perceiving, e.g., compliance with rules, developing interest in, actively attending, commitment in small measure)		
2.1 Acquiescence in responding (obedience, compliance, passiveness in initiation of behavior, but reaction to suggestion) Specific behavioral response: Checks questionnaire according to instructions. Possible student attitudinal response: "I will check these items according to my own value orientation." Cognitive processes demanded: Discrimination Evaluative thinking Comparison	Methodological considerations. It is important to stress the importance to them of clarifying their values and how closely related work and values are. Point out that they are responsible for the direction of their lives and that their choices are a reflection of what they value or want out of life. De-emphasize the importance of the assignment to the teacher; emphasize the value to them of comparing their thinking with that of others their age. Stress that people have a right to differences of opinion about values. Go over questionnaire instructions. Make sure they understand vocabulary. Specific practices, plans, or materials. Teacher instructions. "Now that we understand generally the importance of values and goals to vocational decision-making, let's focus on some specific goals." Distribute WHAT I VALUE (VI-B, 2.1). "Fill out these two questionnaire items according to the directions. You may wish to add other values or goals of your own. Do this where it says "Others." Notice that Item 2 asks you to circle the one item that would mean the greatest failure to you if you did not achieve it. We easily can tabulate that for our group. This we will do without names, but it will help you see how your thinking compares with that of your classmates. Hand in your paper as soon as you have finished." Do a frequency tabulation of all responses to Item 2 as the papers are turned in or prior to the next class session. Feed class data back to them as soon as possible in order to capitalize on interest in their own group. Relationship to developmental tasks or growth needs of learner. Relates general to particular (values as related to self) Identification with peers; clarification of peer values Independent thinking; reflective thinking Developing a workable belief and value system	Check to see if questionnaire items are completed. Record on Eval. VI-B, 2.1, 2.2, 2.3.
2.2 Willingness to respond (voluntarily looks for, cooperation) Specific behavioral response: Offers hypotheses or ideas in discussion	Methodological considerations. Allowing them to analyze their own group's responses should provide perspective on self and spark interest. Getting them to "go out on a limb" in their thinking should interest them in finding evidence to support their position and enhance their self-concepts as intellectual beings.	

WHAT I VALUE

(1) Most everyone wants to be a successful person, but people do not always agree on what success means to them. Check each item below in one of the three spaces to show what success means to you.

	Most Important For Success	Somewhat Important For Success	Least Important For Success
DURING SCHOOL YEARS			
Get along well with friends or be popular .	____	____	____
Get a college degree	____	____	____
Develop talents and abilities	____	____	____
Be a top student	____	____	____
Accomplish what parents feel I am capable of.	____	____	____
Be a good athlete	____	____	____
Others	____	____	____
IN THE FUTURE			
Contribute to society	____	____	____
Make a name for myself in my career	____	____	____
Be able to help others	____	____	____
Have a responsible job	____	____	____
Be able to pursue my own interests and express myself in a creative way.	____	____	____
Lead an exciting, adventurous life	____	____	____
Get married and have a nice family	____	____	____
Make lots of money so I can have a fine home, cars, etc.	____	____	____
Have a steady, good-paying job that will last	____	____	____
Others	____	____	____

(2) Circle the one item above that, if you did not achieve it, would be the worst thing that could happen and mean the greatest failure to you.

Signature _____

Evidence of acquiescence, willingness, and satisfaction in response to ranking and discussion of specific goals and values

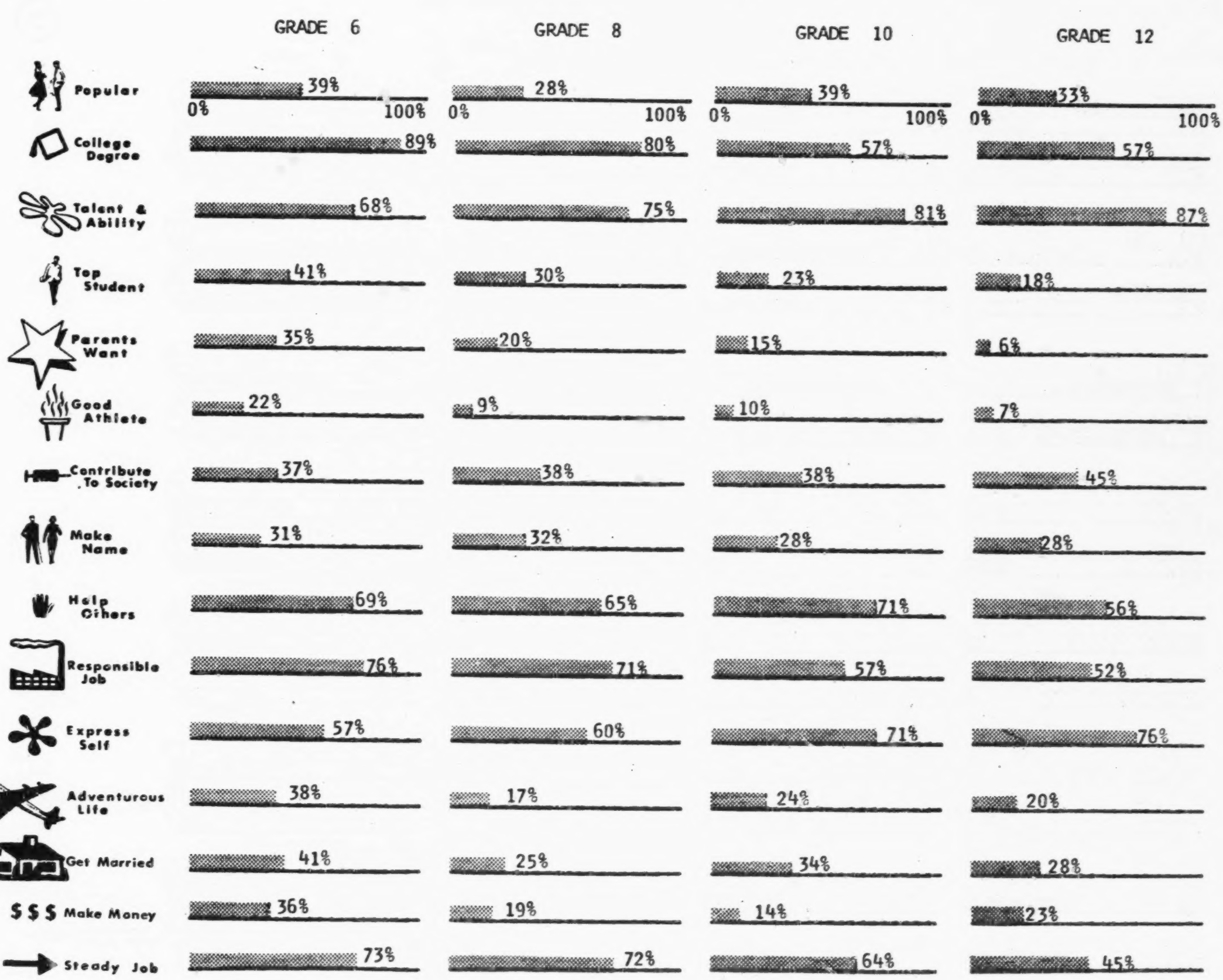
Eval. VI-B
2.1,2.2,2.3

STUDENTS	2.1 Questionnaire: Completed items as instructed Yes	2.1 Questionnaire: Completed items as instructed No	2.2 Behavior in Large Group Discussion: Presents hypotheses & predictions	2.2 Offers ideas or comments	2.2 Appears interested	2.2 Appears disinterested; does not participate		2.3 Behavior in Small Group Discussion (smiles, enthusiasm, etc.): Great deal of enjoyment	Some enjoyment	Little or no enjoyment

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "I will toss out some hunches about this." Cognitive processes demanded: Hypothesis formation Divergent thinking	Specific practices, plans, or materials. Teacher introduction. "What do you think boys in this class will consider the greatest failure? What will girls feel would mean the greatest failure? Will there be any differences between boys and girls? Suppose adults filled this out; what do you think would mean the greatest failure to them? What would they consider the greatest failure for thier youngsters? To what extent would parents and children agree on values? What are your hunches about how young people at other ages responded to these two items? How do you think students might change their ideas about values as they get older?" Encourage them to formulate hypotheses about these questions. Write specific hypotheses and predictions on board and attach names of originators to them to increase personal involvement. Ask how many agree or disagree with the various predictions. Relationship to developmental tasks or growth needs of learner. Developing a scientific approach to hypothesis formation Learning to use language to exchange ideas and influence hearers Clarifying adult world as over against child world Establishing peer groupness (via interaction)	Record who formulated hypotheses and participated in the discussion. Record on Eval. VI-B, 2.1, 2.2, 2.3.
2.3 Satisfaction in response (enjoys discovering) Specific behavioral response: Appears to enjoy participation in small group discussion. Possible student attitudinal response: "I enjoy checking on our predictions and discussing controversial issues in small groups." Cognitive processes demanded: Comparison Analysis Interpretation Evaluative thinking	Methodological considerations. Meeting social needs of adolescents should increase satisfaction. Structuring for small group activity should increase participation and opportunity for satisfaction. Controversy should stimulate interest and increase involvement. Some questions, e.g. community and consequences, might be eliminated for students of limited ability. Appoint a recorder for each group. Specific practices, plans, or materials. Teacher instructions. "Now let's see how our thinking compares with the actual research data and how accurate our predictions were." Explain carefully how the graphs (VI-B, 2.3) are to be read. "Work with the three people sitting next to you (in groups of 4) in analyzing the graphs and checking on the accuracy of the group's thinking. There are several questions for you to consider. First, from this frequency tabulation what kinds of things seem to be of greatest concern to you people in this class? Do you see any changes over time or at the different age levels in value commitments? Do you see any difference between girls and boys? What are parents' perceptions of success and failure? Can you make any statements about how people in general in this community define success and failure and what they value most and least? What are apt to be the consequences of value systems of this sort?"	Observe for enthusiasm and enjoyment of small group discussions. Record on Eval. VI-B, 2.1, 2.2, 2.3.

Boys and Girls Combined

WHAT SUCCESS MEANS TO STUDENTS*

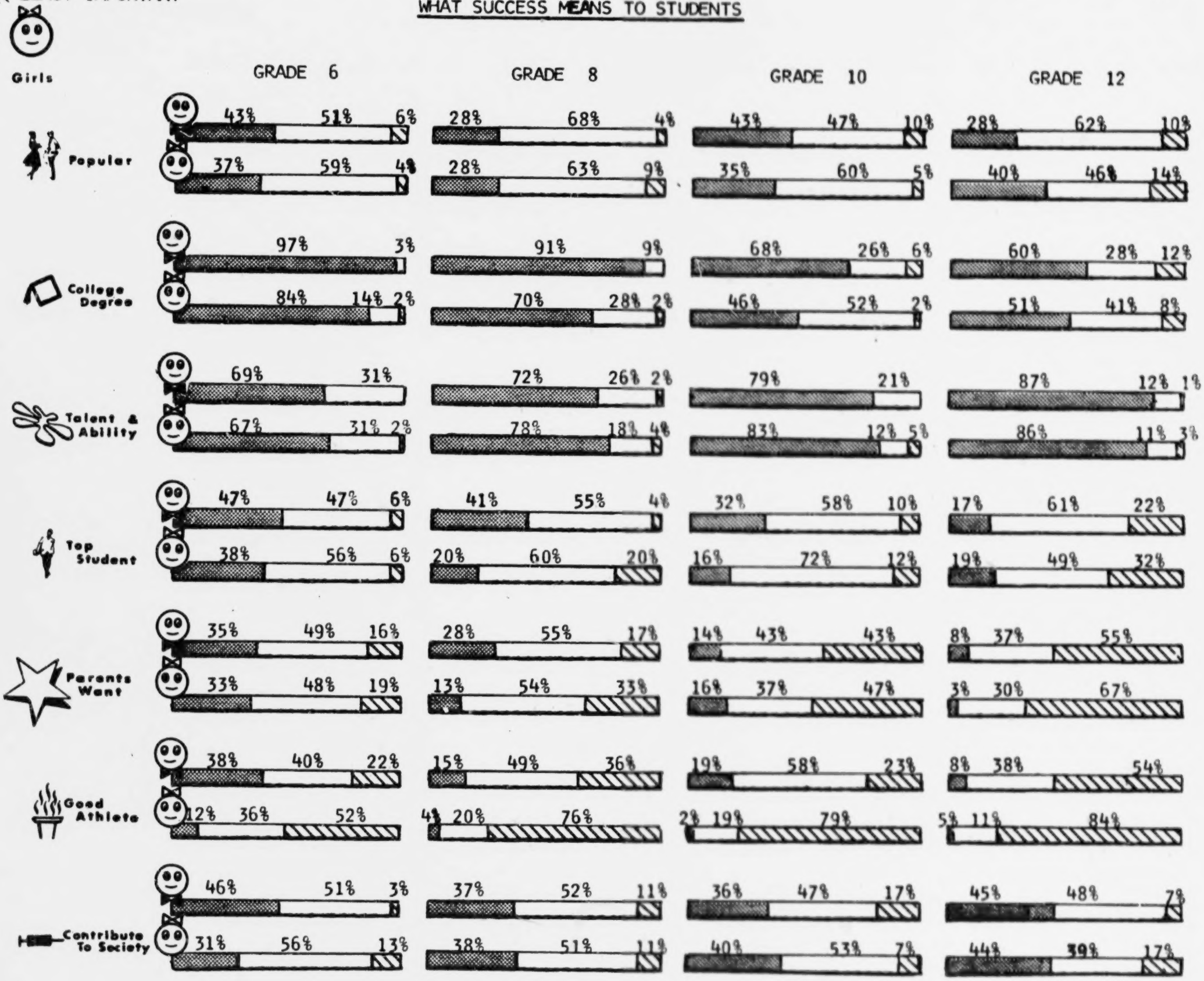


SOMEWHAT IMPORTANT

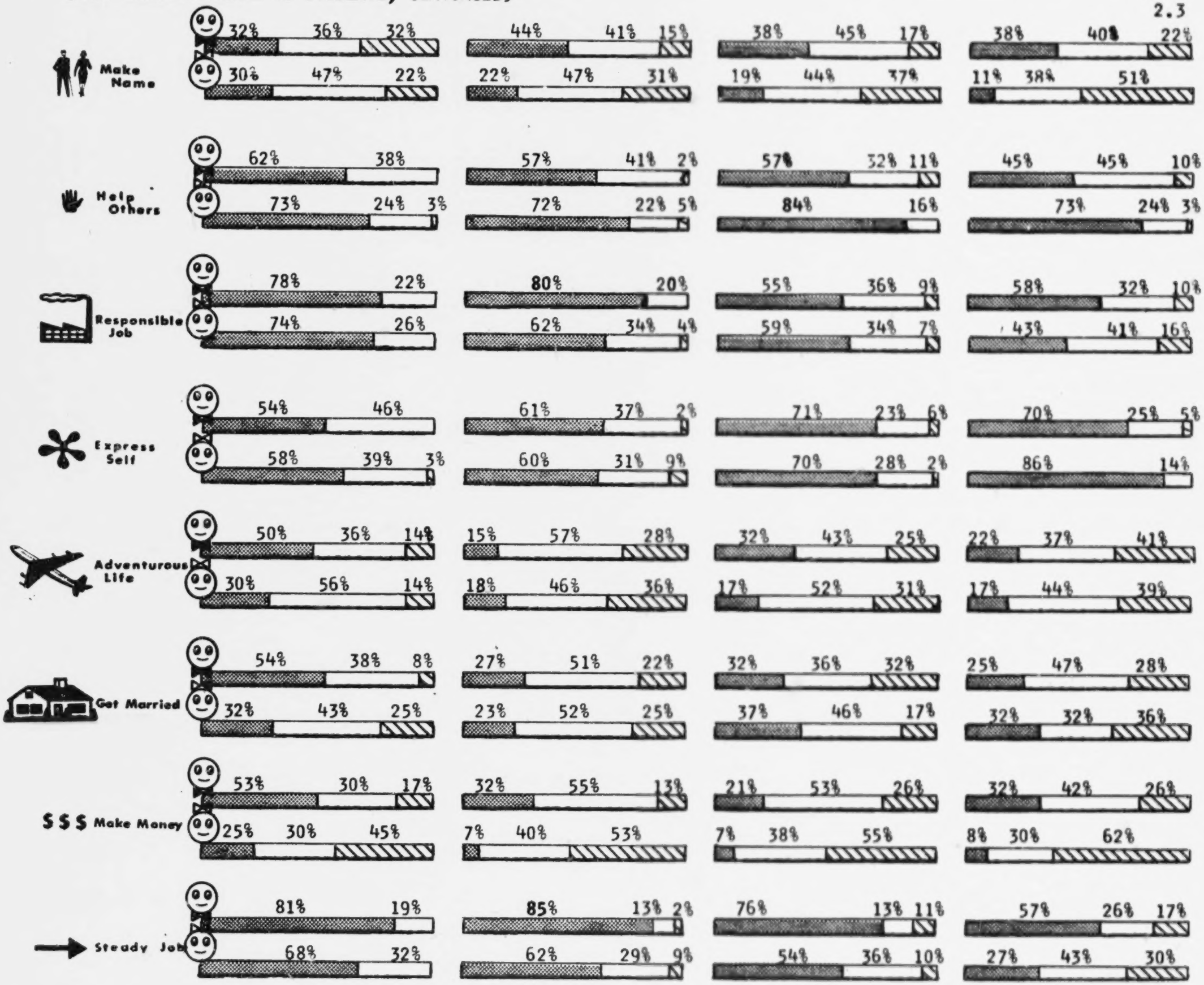
LEAST IMPORTANT

Boys Girls

WHAT SUCCESS MEANS TO STUDENTS



(WHAT SUCCESS MEANS TO STUDENTS, CONTINUED)



WHAT "FAILURE" MEANS TO STUDENTS

Boys and Girls Combined

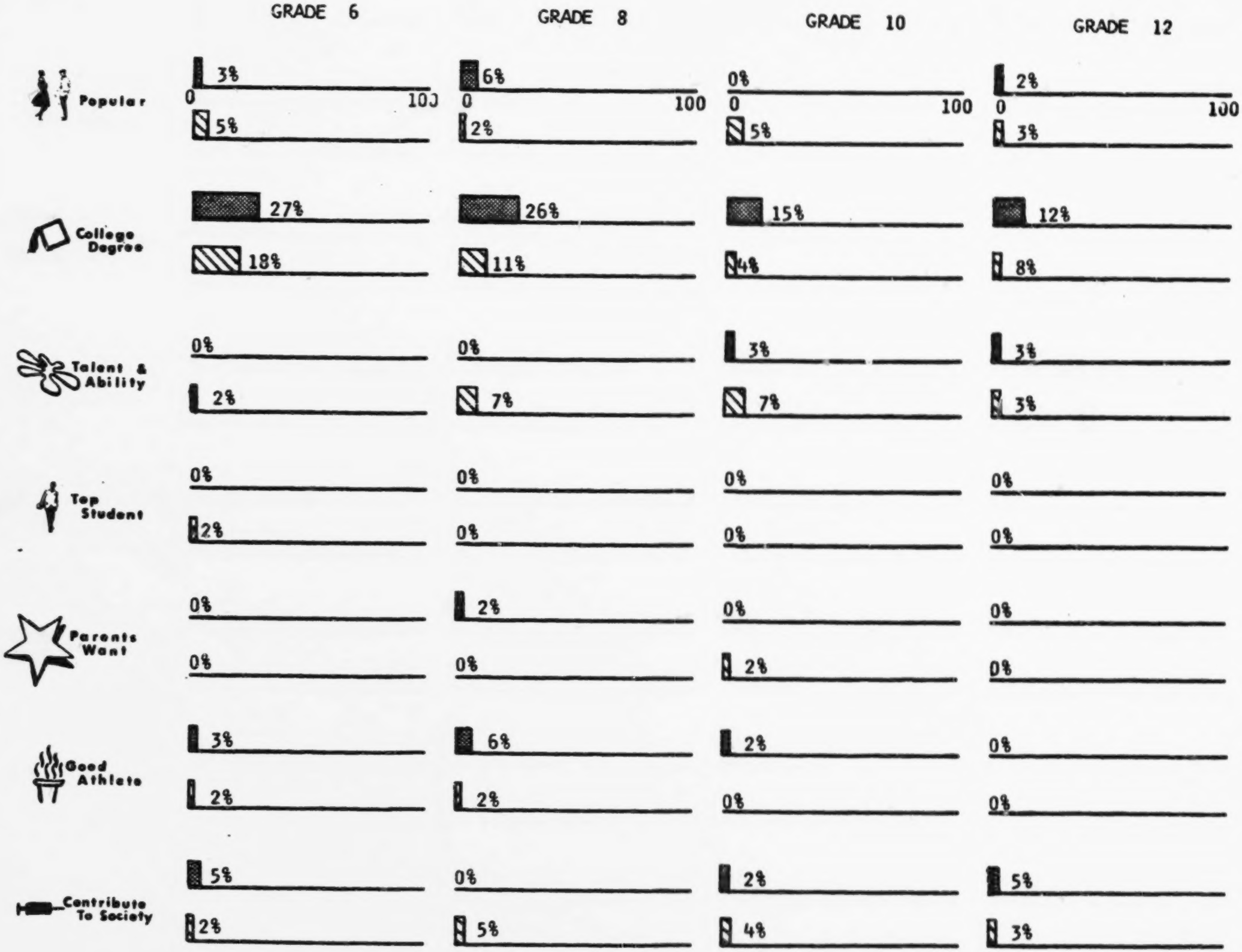
	GRADE 6	GRADE 8	GRADE 10	GRADE 12
Popular	4%	4%	3%	2%
College Degree	22%	17%	9%	10%
Talent & Ability	1%	4%	5%	3%
Top Student	1%	0%	0%	0%
Parents Want	0%	1%	1%	0%
Good Athlete	2%	4%	1%	0%
Contribute To Society	3%	3%	3%	4%
Make Name	3%	5%	0%	2%
Help Others	11%	10%	14%	7%
Responsible Job	3%	3%	0%	2%
Express Self	2%	13%	24%	41%
Adventurous Life	4%	3%	1%	2%
Get Married	9%	6%	19%	10%
$ $ $ Make Money	8%	1%	4%	2%
Steady Job	16%	15%	13%	14%

0% 100%

BOYS

GIRLS

WHAT "FAILURE" MEANS TO STUDENTS



(WHAT "FAILURE" MEANS TO STUDENTS, CONTINUED)

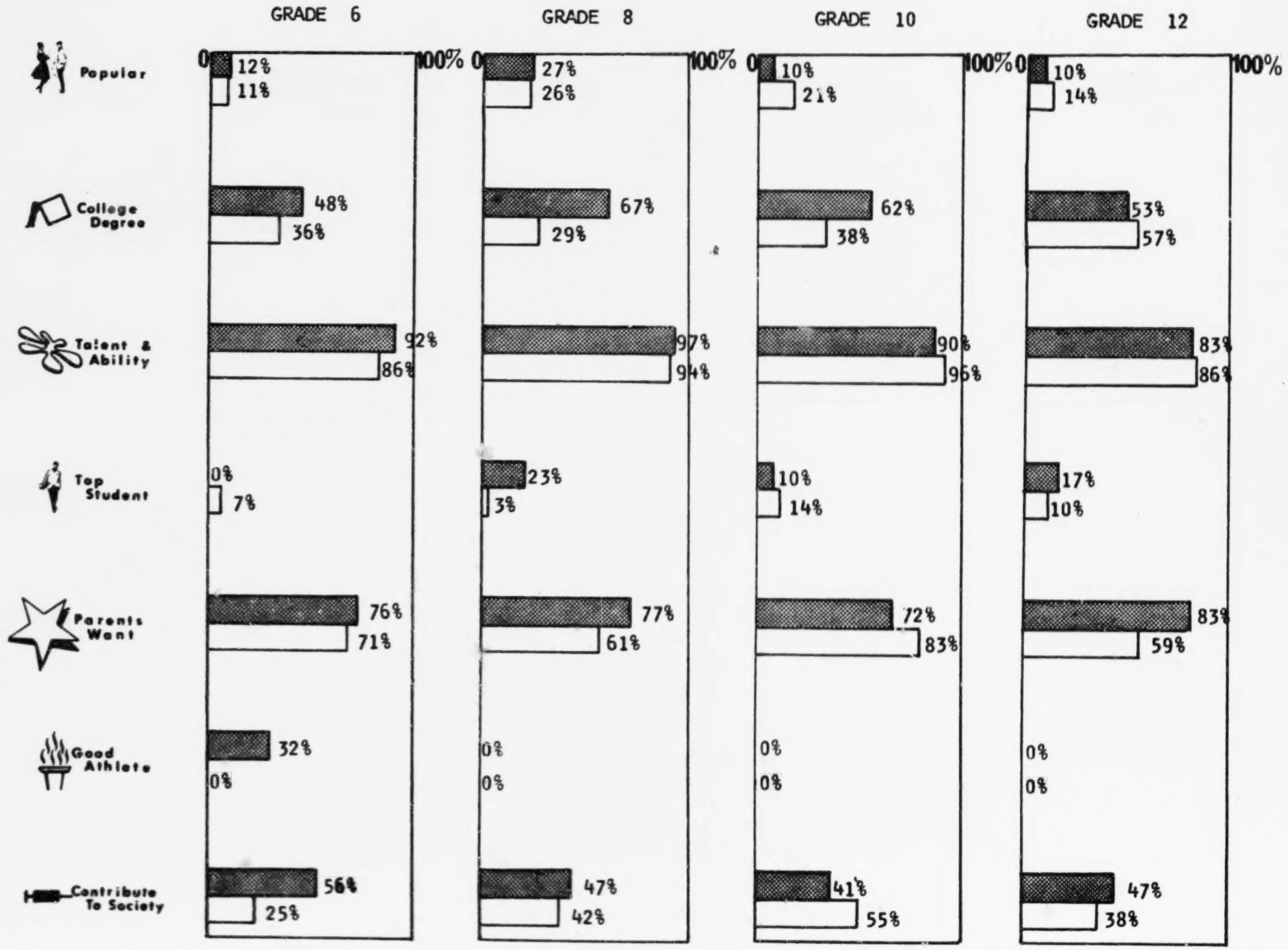
VI-B
2.3

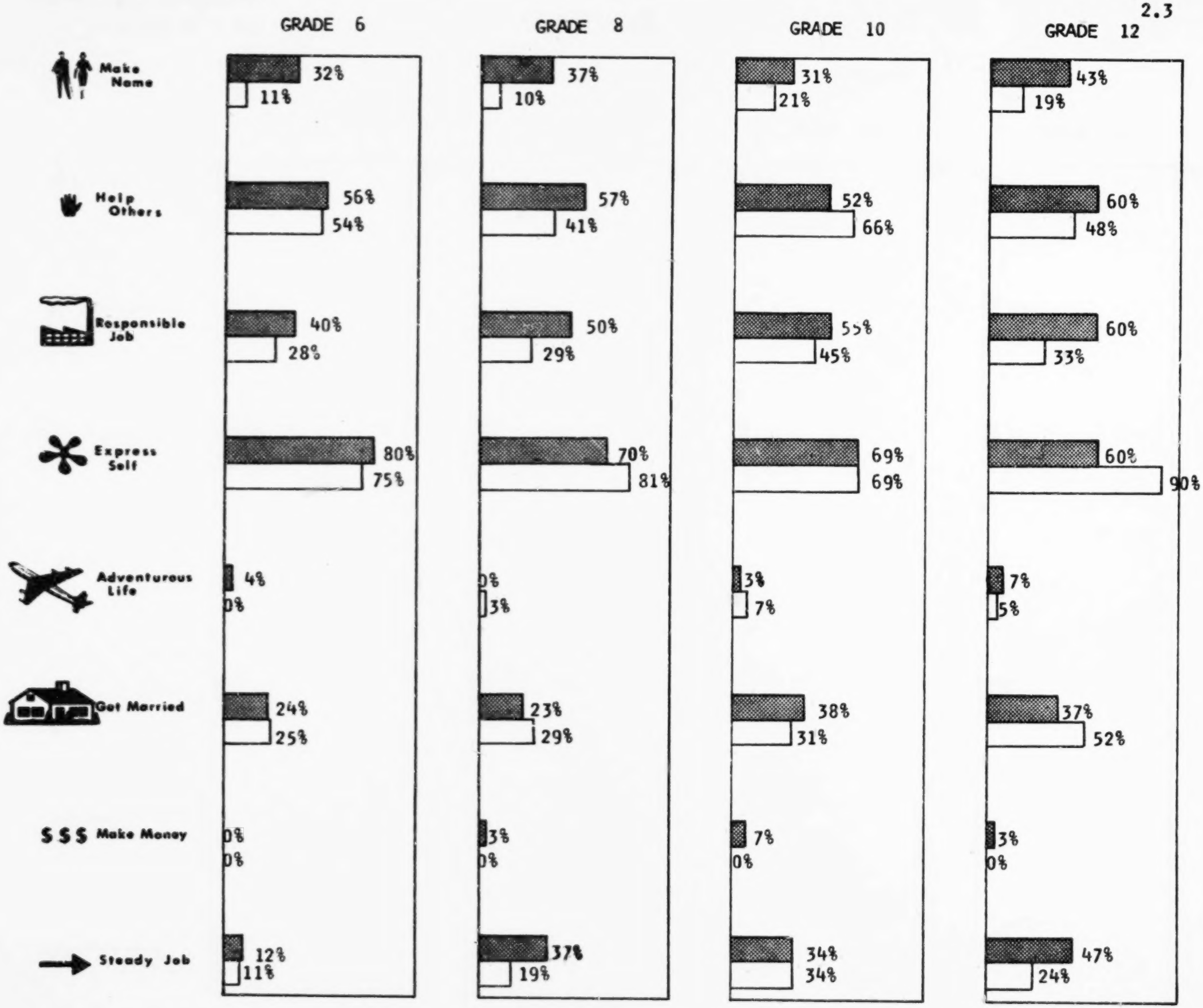
Make Name	5%	4%	0%	2%
	2%	5%	0%	3%
Help Others	5%	6%	8%	2%
	14%	12%	19%	15%
Responsible Job	3%	0%	0%	3%
	4%	5%	0%	0%
Express Self	3%	11%	23%	38%
	2%	16%	24%	43%
Adventurous Life	8%	2%	2%	2%
	2%	4%	0%	3%
Get Married	8%	2%	13%	7%
	9%	9%	25%	16%
$ $ $ Make Money	11%	0%	8%	3%
	5%	2%	0%	0%
Steady Job	14%	22%	21%	21%
	18%	11%	5%	0%

GVI-24A

PARENTS OF BOYS
PARENTS OF GIRLS

WHAT SUCCESS MEANS TO PARENTS

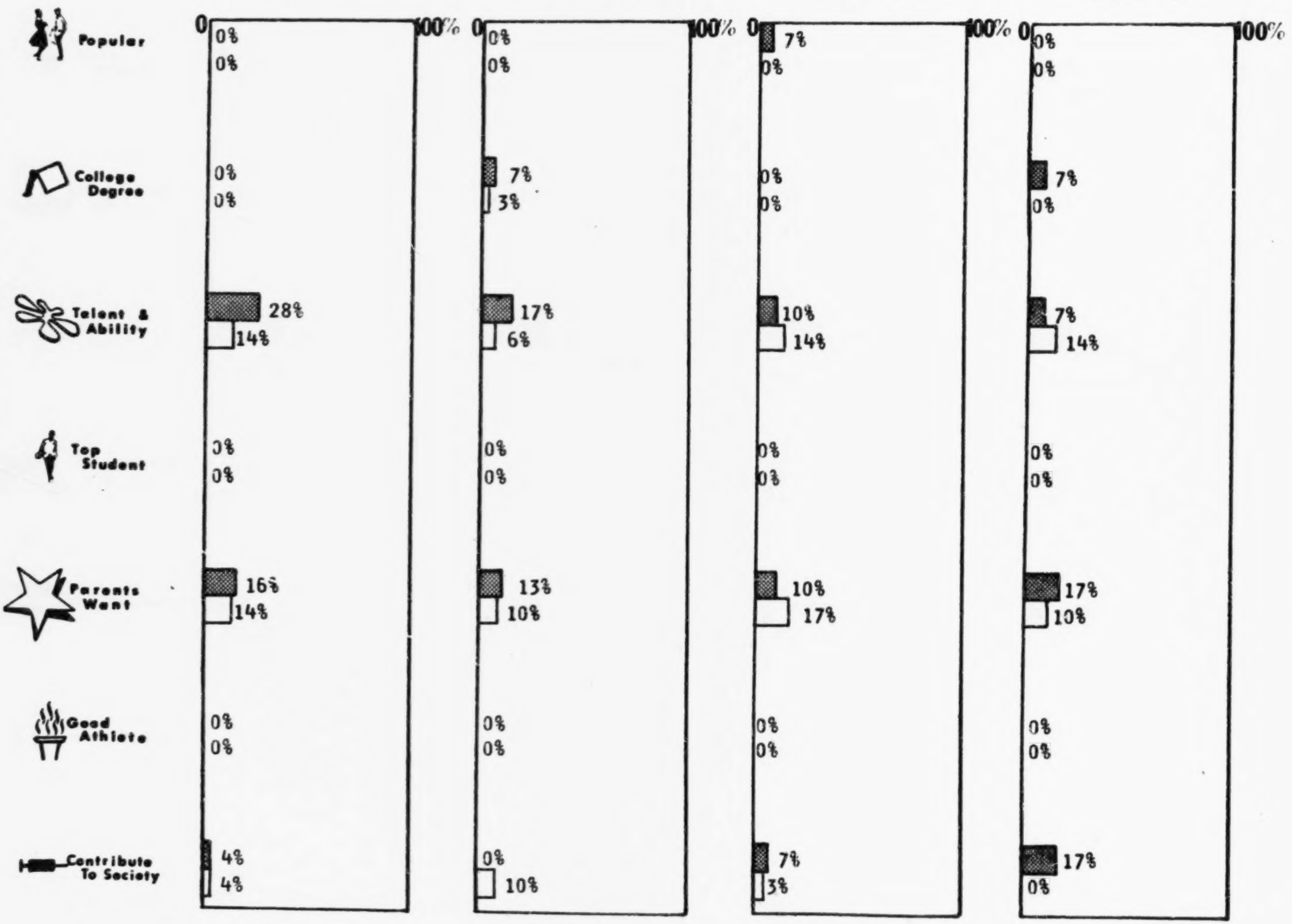



GRADE 6
GRADE 8
GRADE 10
GRADE 12
Make Name
32%
11%
37%
10%
31%
21%
43%
19%
Help Others
56%
54%
57%
41%
52%
66%
60%
48%
Responsible Job
40%
28%
50%
29%
55%
45%
60%
33%
Express Self
80%
75%
70%
81%
69%
69%
60%
90%
Adventurous Life
4%
0%
0%
3%
3%
7%
7%
5%
Get Married
24%
25%
23%
29%
38%
31%
37%
52%
$ $ $ Make Money
0%
0%
3%
0%
7%
0%
3%
0%
Steady Job
12%
11%
37%
19%
34%
34%
47%
24%

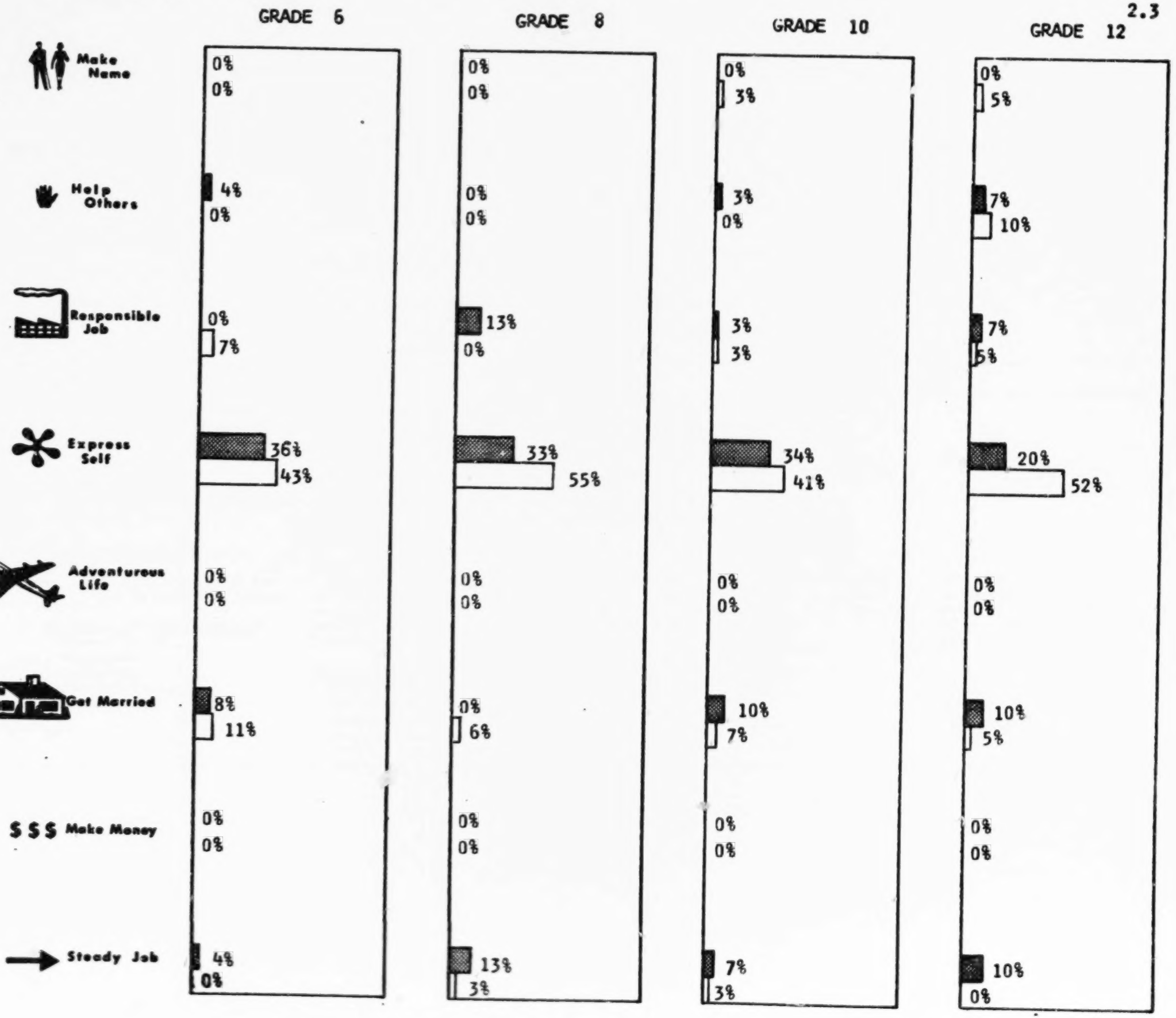
GVI–25A

PARENTS OF BOYS
PARENTS OF GIRLS

WHAT "FAILURE" MEANS TO PARENTS



("FAILURE", CONTINUED)



GVI-26A

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	At the end of the period call for responses to these questions from each group. Encourage them to discuss values with their parents. They can conduct their own research on parents and thereby check on the accuracy of their predictions. Relationship to developmental tasks or growth needs of learner. Learning to belong to peer group; establishing self-concept as a social being Learning one's role in heterosexual relationships; identification with one's own sex mates Learning to use language to exchange ideas, influence hearers, express causal relationships	
3.0 VALUING (ascribing worth to a thing, phenomenon, or behavior)		
3.1 Acceptance of a value (ascribing worth to something tentatively, with low level of certainty) Specific behavioral response: Expresses some conviction about own values. Possible student attitudinal response: "I have some ideas about how well I fit in with these values." Cognitive processes demanded: Discrimination Comparison Application Evaluative thinking Reflection	Methodological considerations. Focusing on self relative to the research data and providing opportunity to accept or reject the values outlined on the questionnaire should facilitate tentative acceptance of what is valued. A non-judgmental approach on the teacher's part should encourage independence, clarification of thought, and self-expression. For students with limited writing ability, those who are unsure of themselves, or who live under value systems highly discrepant from those indicated in the graphs, group discussions may be substituted for the next two writing assignments. Specific practices, plans, or materials. Teacher instructions. "You have participated in some group discussion of the values listed on this questionnaire. Take a few moments to write about how well you fit into the pattern of values held by many of the individuals in this study and where you might differ." Distribute paper. Collect when finished. Relationship to developmental tasks or growth needs of learner. Developing a workable belief and value system Applying general to particular Making finer conceptual distinctions Establishing independence Developing morality	Sort papers on the basis of the degree of certainty felt about fitting into pattern of values. Record on Eval. VI-B, 3.1, 3.2, 3.3.

Evidence of acceptance, preference, and commitment to selected values and goals

Eval. VI-B
3.1,3.2,3.3

STUDENTS	3.1 Degree of Certainty in Relating Self to Values			3.2 Strength of Criticism or Opinion			3.3 Strength of Argument & Action			
	Great deal	Some	Little or none	Strong	Moderate	Weak	Strong arguments; emotional presentation	Somewhat convincing	Little or no effort to influence	Does not participate

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
3.2 Preference for a value (between acceptance and commitment; seeks out knowledge, pursues, wants it) Specific behavioral response: Judges, evaluates, and gives reasons for preferences. Possible student attitudinal response: "I have definite preferences among these values. Cognitive processes demanded: Evaluative thinking Reflection	Methodological considerations. Students need to be pushed into a situation which requires slightly more movement toward taking definite stands and adds to understanding of why they assume the position they do. It is crucial to provide a non-judgmental atmosphere. Specific practices, plans, or materials. Teacher introduction. "What is your opinion of the direction in which the people studied seem to be going? Do a little more writing on this question. Give your personal judgment about these predominant values and explain why you feel the way you do. Is this what you want out of life? Is this what you are willing to stand for? Is this the direction you want your life to take? Clarify your own thinking. Hand in your paper when you are finished." Relationship to developmental tasks or growth needs of learner. Developing a conscience and morality Using language to clarify complex concepts Formulating a workable belief and value system Understanding causal relations	Sort papers on the basis of strength of criticism or preference. Record on Eval. VI-B, 3.1, 3.2, 3.3.
3.3 Commitment to a value (conviction, certainty, acts to further belief, tries to convince others) Specific behavioral response: Appears to have convictions and endeavors to influence others. Possible student attitudinal response: "I feel very strongly about some of these values and feel others should, also." Cognitive processes demanded: Evaluative thinking	Methodological considerations. A situation must be structured to demand taking a definite stand and provide students opportunity to express and defend convictions. Specific practices, plans, or materials. Teacher introduction. "You have clarified your own individual thinking about this list of values, but there are many other things you may feel are important. Suppose we have some debate on the question, 'What is the most important goal in life?' Here is an opportunity to see how good a salesman you can be for what you consider most important. In order to get the discussion started, let's each one quickly state (in turn) the one value you feel is most important in life and why you feel this is so important. There is no one right or wrong answer to this; people will have differences of opinion on this matter. If we go quickly around the room it will give you a chance to see who agrees or disagrees with you. Perhaps the more disagreement we have the better the discussion." Call for each student to state what he considers most important, then move as easily as possible into total group discussion. Elicit values not on the questionnaire or break those down into some of their components, e.g. love, persistence, trust.	Observe for strength of conviction and active effort to convince others. Record on Eval. VI-B, 3.1, 3.2, 3.3.

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	Relationship to developmental tasks or growth needs of learner. Using language to exchange ideas and influence hearers Achieving level of reasoning of which one is capable Formulating a workable belief and value system Establishing one's self as an independent individual in an adult manner Understanding causal relations	
4.0 ORGANIZATION (into a system and interrelationships; establish which are dominant)		
4.1 Conceptualization of a value (may or may not be verbal; desires to evaluate relationships) Specific behavioral response: Draws lines for a value profile; compares it with neighbor's, analyzes where there are differences and commonalities. Possible student attitudinal response: "I have my own personal configuration of values." Cognitive processes demanded: Analysis Comparison	Methodological considerations. It is important here to confront students with situations in which more than one value is relevant, with problem situations in which values must be clarified. There must be an opportunity to differentiate and to see how the value relates to what the student holds or to new ones he is coming to hold. The process becomes largely cognitive. Developing appreciation of individual differences is extremely important. It might be well to start the following with a definition of "unique." Specific practices, plans, or materials. Teacher instruction. "It is obvious that certain values assume positions of priority for different individuals. Look at your own sheet, for example. Connect each of your checks with a heavy straight line, going from the first to last item. Compare the profile this makes with that of the people sitting around you. A good way to do this is to hold the two together up to the light. You might want to discuss the particular areas in which you disagree. You will see that the patternings differ somewhat. In a graphic way this will illustrate the differences of opinion just voiced in our debate. Each of you is unique. You may find someone who has checked the questionnaire much as you did but it would be very unusual if you found someone who checked it exactly as you did." Relationship to developmental tasks or growth needs of learner. Formulating a workable belief and value system Establishing one's self as an independent individual in an adult manner Accepting one's self as a worthwhile person (with uniqueness)	Observe for attention to comparison of value profiles. Record on Eval. VI-B, 4.1, 4.2.
4.2 Organization of a value system (synthesis into a value complex; accepts desirability of) Specific behavioral response: Organizes and clearly illustrates importance of personal values.	Methodological considerations. Structuring by the individual should result in personal meaning for him and possibly increase retention because it is something he has created. Since the intent of these value considerations has been clarification, not indoctrination, it is appropriate that the sequences end with activities which are open and flexible and allow expression of individuality. It is important, also, to stress that values change as people	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
Possible student attitudinal response: "My value system is ordered in the following way..." Cognitive processes demanded: Differentiation Evaluative thinking Originality Synthesis	grow older, that the criticism of values is a life-long process of utmost importance to all people. Specific practices, plans, or materials. Teacher presentation. "The list of values we have been using is quite limited; it may have been difficult for you to use. The words may have had different meanings for each of you. But perhaps it has served to make clear some possible influences on people's motivation and the need for you to understand the value system which influences you. Now you may start anew with your own words and values. Do an illustration or picture of your own personal value system. You may use circles, squares, lines, symbols, different sizes and colors, labels, materials, or pictures, but structure in your own unique way all the things you honestly feel are most important in life. This is to be an illustration (to communicate to others) of your value system. It may include what you value right now and also what you would like to direct your life in the future. Be sure to show in some way the relative importance of each value to you. For example, a very important value probably would be larger than others and perhaps in a color that stands out. You may use all of the things we have mentioned and you may add other things you think of. There is no one right or wrong way of doing this; it is a matter of individual choice. Others, of course, may disagree with you. It also is a very difficult assignment. You may need some time to reflect about it before you begin. Actually, it is like putting the pieces of a puzzle together. When you start, things sometimes just don't seem to fit, but at other times they begin to fall into place rather quickly. If it comes quickly, fine; if not, give yourself the time you need. You may include both present and future values and perhaps weave the two together. This really gives you an opportunity to be quite original in how you go about this illustration." Distribute large drawing paper. Encourage them to use any media they can find for color or attractiveness. Although the assignment is largely non-verbal, students with limited vocabulary may need assistance with labels for their illustrations. It seems particulary important that no grades be attached to this very personal assignment. Students might be asked to complete a self-evaluation questionnaire indicating how much it clarified their thought, the extent to which it communicated THEM, time and effort involved, etc. It might be wise to ask them if they mind having them displayed and to abide by their wishes. It is an opportunity to develop appreciation of one another as individuals but it	Sort papers on basis of clarity with which inter-relationships and dominance of values are shown and uniqueness of student structuring. Record on Eval. VI-B, 4.1, 4.2.

Evidence of conceptualization and organization of a value system

Eval. VI-B
4.1, 4.2

STUDENTS	4.1 Value Profiles: Attention Given to Analysis and Comparison			4.2 Illustrations: Clarity of Value Relationships			Clarity of Dominant Values			Uniqueness of Structuring			
	Great deal	Some	Little or none	Great deal	Some	Little or none	Great deal	Some	Little or none	Very unique	Somewhat unique	Common	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	needs to be handled with the utmost concern for their self-concepts and freedom of expression. Here is an opportunity to provide recognition for unique, original creative products and independent thought, both of which can add to feelings of self-esteem. Perhaps the group would like to select those which they feel are the most unique, striking, or provide the clearest illustration of values and their relationships. Relationship to developmental tasks or growth needs of learner. Establishing one's self as an independent individual in an adult manner Learning to verbalize contradictions in moral codes, as well as discrepancies between principles and practice, and resolving these problems in a responsible manner. (Structuring would provide a framework for viewing problems) Achieving the level of reasoning of which one is capable Formulating a workable belief and value system which involves the total individual in all relationships	
5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX (unique personal characteristics and world view which allows integration and consistency. Seldom achieved in public schools...clarification of "Who am I?" and "What do I stand for?" Involves great intellectual effort)		
5.1 Generalized set (views all, internal consistency) Specific behavioral responses: Writes story responses to pictures; projects own professed values and goals into them. Possible student attitudinal response: "I will write whatever comes to mind relating to these questions..." Cognitive processes demanded: Divergent thinking Synthesis	Methodological considerations. Demands selective responding at a very high level to indicate a predisposition (which may be unconscious). Involves an attitude cluster based on behavioral response; this enables an individual to reduce and order the complex world and act consistently and effectively in it. A course in school probably can only approach, but not achieve this. In order to facilitate projection of self into stories, it is important to shift focus from conscious self appraisal to "other people" and to allow some time lapse between conscious and projected expression of values. To allow maximum identification with the first picture start girls' booklets with pictures of girls and boys' booklets with pictures of boys. Put students' names on booklet to make certain they receive the correct ordering of pictures; distribute before class. Much more time may be needed for students with limited writing ability. Dictation may be one solution for some individuals. If youngsters are of a racial, age, or socio-economic group highly discrepant from the two pictures used for story stimulation, more appropriate pictures can be Xeroxed. With the need for future orientation, the age of the models should be slightly older than the group with which they are used. Try to retain the quality of ambiguity in the pictures.	

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	Specific practices, plans, and materials. Teacher introduction. "Today we are going to do something quite different that will allow you to express your own ideas. Each of you has been given a booklet. Read the instruction page to yourself as I read it aloud." Read instructions for TAT-type story materials (VI-B, 5.1). Answer any questions. Allow 10-12 minutes for the story; warn them when the time is almost up so they can bring stories to a close. Do not allow interaction during writing period. Relationship to developmental tasks or growth needs of learner. Expressing via projective technique the value system easily available to them Seeing causal relations; making finer conceptual distinctions Using written language to exchange ideas and communicate with reader Moving from the concrete (picture stimulus) to abstract conceptualizations about the stimulus	Judge projective stories on the basis of consistency of goals and values they project into stories with their own consciously structured value system (illustration). This can be done by comparing the two samples of each student's work (stories and illustrations). Record on Eval. VI-B, C, 5.1, 5.2.

B

VI-B
5.1

Name_____

Please do not open this booklet until you are instructed to do so.

You have been thinking a great deal about your value systems and what you want to do with your lives. Today you are going to consider what someone else might plan to do with his life.

In this booklet there is a picture of a boy and some blank sheets of paper. You are to write a story about the picture on the blank sheets that follow it. You are to look at the person in the picture when I instruct you to do so, then think quickly about the following questions:

(1) What does he plan to do with his life? What does he want to achieve or be? What goals is he working for?

(2) What values does he hold?

(3) Why did he select these goals and values? What influenced him to be as he is?

(4) How will he go about achieving what he wants?

Remember that there are no right or wrong stories. Just let your mind go freely and write the most complete, vivid, and interesting story you can that includes answers to these questions. The questions, however, do not have to be considered in exactly this order. Don't worry about spelling or grammar; concentrate on ideas.

Work quickly because you will have a limited period of time for the story (about 10-12 minutes). I will warn you when the time is almost up for writing so you can begin to finish it.

Do you have any questions?

G

VI-B
5.1

Name_____

Please do not open this booklet until you are instructed to do so.

You have been thinking a great deal about your value systems and what you want to do with your lives. Today you are going to consider what someone else might plan to do with her life.

In this booklet there is a picture of a girl and some blank sheets of paper. You are to write a story about the picture on the blank sheets that follow it. You are to look at the person in the picture when I instruct you to do so, then think quickly about the following questions:

(1) What does she plan to do with her life? What does she want to achieve or be? What goals is she working for?

(2) What values does she hold?

(3) Why did she select these goals and values? What influenced her to be as she is?

(4) How will she go about achieving what she wants?

Remember that there are no right or wrong stories. Just let your mind go freely and write the most complete, vivid, and interesting story you can that includes answers to these questions. The questions, however, do not have to be considered in exactly this order. Don't worry about spelling or grammar; concentrate on ideas.

Work quickly because you will have a limited period of time for the story (about 10-12 minutes). I will warn you when the time is almost up for writing so you can begin to finish it.

Do you have any questions?

Evidence of generalized set and characterization by a value complex

Eval. VI-B,C 5.1,5.2

STUDENTS		5.1 Consistency With Students' Consciously Structured Value Systems (Illustrations)			5.2			
		Projected Goals and Values (Stories)			Actual Plans Described in Essay			
		Highly consistent	Moderately consistent	Little or no consistency	Highly consistent	Moderately consistent	Little or no consistency	

OBJECTIVES

Affective Classification

5.2 Characterization (peak of internalization; philosophy of life and view of the universe)

Specific behavioral response:
Writes comprehensive essay on present status of thinking about career and educational planning and outlines specific plans which are consistent with value system.

Possible student attitudinal response:
"I have a personal integrity or wholeness to my philosophy with which my current career choice is reasonably consistent."

Cognitive processes demanded:
Analysis
Reflective thinking
Evaluative thinking
Synthesis

MEANS OF ELICITING RESPONSE

Methodological considerations. This demands an inclusiveness (groups of attitudes, behaviors, beliefs, etc.) which is internally consistent and all-encompassing. It involves a code of behavior representing the central guiding principles in an individual's conduct of his life, a consistency of behavior not easily discernible to the classroom teacher.

Achievement of this objective means attainment of maturity. Longitudinal follow-up might examine more appropriately the extent to which this is achieved. Within the narrow realm of career planning, however, an indication of consistency of action (or intent to act) with professed values and goals can be appraised.

The essay assignment which follows is the final step in the curriculum sequence. Considerable in-class time may be required for this. For some students it may be necessary to structure an individual interview session which either can be taped or recorded by the teacher. Whatever the process, it would be of value for students then to review written copies of what has been recorded to make sure the ideas are those they intended. Involving them in the process of checking the accuracy of the recording also can help them see the connection between thought and writing, give them a sense of pride in their thinking and planning, and help them appreciate that adults care about who they are, what they hope to do, and how they have developed.

Specific practices, plans, or materials.

Teacher presentation. "It is time you made a reappraisal of any career plans you may have considered earlier, not with the idea of making a final career decision or choice, but with the intent of evaluating your earlier thinking, and considering its value or worth in the light of information and ideas we have covered during recent weeks.

Before you start, however, let me share with you some interesting ideas that were outlined in an article in McCall's magazine which may give you a few additional points to consider."

Distribute reading sheet POINTS TO CONSIDER (VI-C, 5.2), then have individual students read portions aloud. Students should be encouraged to think of specific examples of people influenced by "pitfalls," e.g. people they have known, characters from movies and stories, etc. Have students describe what all of the points mean to them in order to provide for maximum understanding and expansion of any new concepts.

EVALUATIVE DEVICES

POINTS TO CONSIDER

Excerpts from an article in the June, 1966, issue of McCall's magazine, "Pressures That Push Children into the Wrong Careers."

According to Dr. Rose A. Cooper, college counselor at White Plains, New York, High School, there are eight "pitfalls," or wrong ideas, that lead to a large number of faulty career choices. These are:

(1) admiring an adult very much--a doctor, teacher or family friend--and deciding to adopt his career, regardless of one's own capabilities;

(2) Choosing a career simply because it is well paid;

(3) accepting career ideas of parents and friends without finding out whether there is evidence to back them up;

(4) deciding that the white-collar life is the only life worth living;

(5) looking at only a single aspect of an occupation, such as seeing a lawyer as a glamorous courtroom figure, without realizing that he spends most of his time working over law books;

(6) playing hunches, instead of finding out whether jobs are available in a particular field and whether one has the needed talents;

(7) confusing interest with ability (the two are different);

(8) "the closed mind"--the fixation from early childhood, as represented by the girl who has "always wanted to be a nurse"; investigating other careers will not alter her conviction if it is a firm one. (p. 67).

Professor Jules Henry, anthropologist and sociologist of Washington University, believes many students go to college with secret career preferences locked in their minds, which they have overlaid with choices more likely to win the approval of others, or financial success. (p. 146)

Donald E. Super, of Columbia University's Teachers College, in New York, feels that many career interests are discarded because any occupation with a "menial" connotation (meaning) is unpopular in America. Also, the means of entry into some occupations are not very clear. For example, how does one become a gem expert or manager of a hotel? Routes to

jobs in these fields seem mysterious, compared with becoming a teacher or a doctor, for both of which one need only take courses and pass exams. Another problem, "means of support," begins to loom large in the student's mind. For instance, how do you make a living while you are learning enough about precious stones to qualify as an expert? (p. 147)

The real counseling job is to develop the student's image of himself and his understanding of himself. The biggest mystery to most people is themselves. Before young people choose an occupational field they should be able to say, "I am this--or that--kind of person." This is exactly what many people do not do, according to Dr. Arthur A. Hitchcock, executive director of the American Personnel and Guidance Association, in Washington. Jerome Mayer, a career counselor in New York, feels that one must start by deciding what it is one has to give to the world. (p. 148)

OBJECTIVES	MEANS OF ELICITING RESPONSE	EVALUATIVE DEVICES
	"You have spent considerable time gathering and analyzing data that may be important to your career planning. Some of the major areas we have covered in class are: problems of vocational and educational planning young people must face, status of your career interests and planning, the kind of person you are, possible influences on your development, the kind of person you want to be and what you'd like to do in the future, the relationship of personality characteristics and sex to occupations, opportunities and requirements in career areas that interest you at present, assuming responsibility for career decision-making, and the importance of clarifying personal values and goals in the continuing process of career exploration and choice. Obviously, you now have considerably more important and personal information available to you than you ever have had before to assist you in working out some kind of a plan of action for your future." "Look over all the materials you have accumulated since the start of our course and reflect upon what you have written and positions you have taken in your own mind. Reappraise yourself and any thinking you may have done on this earlier. Write a comprehensive essay-type paper on the present state of your thinking about career and educational planning. Analyze yourself in relation to these problems from as many different perspectives as you can. In a sense, you will be describing your development up to this point in time and forming some hunches about yourself and your future." When students have completed their comprehensive essay, have them do the following: (1) On a separate sheet list the specific steps they feel they will take next in their educational and career planning. (2) Answer the questions on the attached sheet MY PLANS (VI-C, 5.2). If no previous writing has been done on the subject, delete Item (6) on MY PLANS.	Judge the consistency of actual plans and intentions with the students' consciously structured value systems (illustrations). This will have to be done by comparing the two samples of work for each student (essays and illustrations). Record on Eval. VI-B, C, 5.1, 5.2.
	Relationship to developmental tasks or growth needs of learner. Using language to communicate with others and clarify own thinking Establishing one's self as an independent individual in an adult manner Learning to verbalize discrepancies between ideal and real Preparation and planning for a career Preparing to accept one's future role in manhood or womanhood as a responsible citizen of the larger community (developing plans for fitting into that community) Achieving the level of reasoning of which one is capable Formulating a workable belief and value system; expressing intent to act	

MY PLANS

(1) How much effort do you intend to put forth on the plan you have outlined?

All my effort _____
Considerable effort _____
Some effort _____
Very little effort _____
No effort _____

(2) How likely do you feel it is that you will become what you would like to be?

100% chance _____
75% chance _____
50% chance _____
25% chance _____
No chance _____

(3) What kinds of things do you think might influence whether or not you achieve what you would like to do?

(4) How realistic do you feel your plan is in terms of what you presently are doing? (Discuss from the standpoint of your own performance, characteristics, opportunities, etc.).

(5) Suppose it were impossible to realize your present plans. List other goals and plans you feel you would follow and discuss <u>why</u> you would choose these courses of action.

(6) In what ways have your insights and understandings or plans changed since your previous writing? How do you account for these changes?

Signature_____